

Women Writers ENGL 463W/563 Spring 2022

Monday 4:20-7:00 BAL 3069

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"Thus, towards the end of the eighteenth century a change came about which, if I were rewriting history, I should describe more fully and think of greater importance than the Crusades or the Wars of the Roses. . .

The middle-class woman began to write. "

Virginia Woolf: *A Room of One's Own* 1929

Objectives:

1. This course examines the **transatlantic** influence of women's writing in English by studying the development of **the female novelist** from the early 19th century to the latter 20th century. We will consider:
 - a. How female identified writers both respond to and/or subvert **cultural expectations of gendered performance** in their writing as both **"feminine"** and **"professional"** writers.
 - b. Why the **novel was culturally situated as a "feminized"** form and how women used it to leverage their place in public discourse
 - c. The effect of **gendered assumptions on all structures of a narrative text** (narration, plot, character, setting etc) in both the act of telling and the act of reading.
 - d. How **intersectionality** places gender in context with queer, black, postcolonial and disabled identities among others.
2. In addition to the required literary texts, students will be introduced to **approaches to feminist literary criticism** that will serve to focus our discussions concerning literary aesthetics, narrative form and implicit ideological constructions.
3. **This is a writing intensive course.** Therefore, students will engage with writing assignments that will further develop their skills in literary research and critical analysis and should demonstrate a proficiency in critical writing in their final paper

Required Texts:

Novels: *All editions listed here are highly recommended as these are the editions I will be referencing in class; however students are free to acquire any authorized version of these works either in print or electronic form. **Whether print or electronic, students are expected to bring an accessible text to class each week for reference, notes and discussion.***

Persuasion, Jane Austen (Second Edition) (Norton Critical Editions) Paperback – 2012
ISBN-10: 0393911535 ISBN-13: 978-0393911534

Ruth Hall, Fanny Fern. Penguin (February 1, 1997) ISBN-10: 0140189521 ISBN-13: 978-0140436402

The Mill on the Floss, George Eliot Publisher: Broadview Press (March 9, 2007) ISBN-10: 1551114674 ISBN-13: 978-1551114675

Orlando, Virginia Woolf ISBN-13: 9780156701600 Publisher: Houghton Mifflin Harcourt

Their Eyes Were Watching God, Zora Neal Hurston. Publisher: Harper Perennial Modern Classics; Reissue edition (January 3, 2006) ISBN-10: 0060838671 ISBN-13: 978-0060838676

Beloved, Toni Morrison Publisher: Vintage; Reprint edition (June 8, 2004) ISBN-10: 1400033411 ISBN-13: 978-1400033416

Tracks, Louise Erdrich. Publisher: Harper Perennial; Reprint edition (March 2004) **ISBN-10:** 0060972459 **ISBN-13:** 978-0060972455
Additional Readings will be posted

Required Assignments:

[Weekly Reading Journal](#) 30% **Graduate students will also lead a reading discussion once during the semester focussing on part 2 of the reading journal. More details are forthcoming.

[Short analysis paper](#) 15% (5-6 pages)

Article review 10% (3-4 pages)

Conference Paper 25% (10 pages 400 level, 15 pages 500 level)

Final ePortfolio with Reflection 20%

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Grading Scale

A 100-93 A- 92-90

B+ 89-88 B 87-83 B- 82-80

C+ 79-78 C 77-73 C- 72-70

D+ 69-68 D 67-63 D- 62-60

F 59-below

Note: "W" credit requires a minimum grade of "C" for this course.

Expectations:

1. **Expect this course to be demanding-** As a 400 level literature class the reading load will be time consuming. I have planned for the longer works in the course to be spaced over 2 weeks to give you time to read, but students should plan ahead and have regular time devoted in their schedule to reading for the class.

2. **Attendance is essential** but $\neq$ **Engagement-** Participation constitutes more than being in class. You should come prepared to engage with reading and written assignments completed. ***Make sure you have access to all reading assignments assigned in each class meeting.*** In addition, you are expected to contribute to discussion and will be given a variety of ways to do so.

3. **Complete work to meet deadlines-** I understand that we all have lives outside of class that place important demands on us. Nevertheless, coursework should be viewed as a high priority and treated as such.

- If you do not believe you can submit a **high stakes assignment (test/paper)** on the due date you may contact to request an extension prior to the due **date of up to 3 days**. You do not need to give me a detailed reason, but you do need to tell me specifically **when you will turn in the work** for my approval. Work turned in after the extension period is subject to late penalties and will only be accepted at my discretion.
- **Reading responses should be posted by NOON each week the day of class. Ordinarily credit will not be given to late responses.** The schedule is predictable precisely to enable you to plan ahead. You will be able to **drop 1 low or missing response grade** at the end of the semester which will allow you to miss one without penalty. Given the times we are living in with COVID, if you have a need that prevents you from meeting this deadline please communicate with me prior to the day of class and I will work with you to come to a reasonable solution on a case by case basis.

4. **Inclusivity and mutual respect.** Be respectful of everyone in the class. During the course of this class we will be discussing some difficult topics. This class is a safe space to explore your

questions and share your thoughts so long as you do so in a respectful and civil manner. As your instructor, I am committed to creating a class that is welcoming and inclusive. This class is a safe space for students and writers of all genders, sexual orientations, religions, ethnicities, nationalities, races, classes, backgrounds, cultures, abilities, etc. If you agree to stay enrolled in this course, you agree to help contribute to that safe space as much as is within your power. If you ever have concerns or experience anything that makes you feel uncomfortable, please feel free to talk to me.

5. Don't Plagiarize- Plagiarism is defined as taking someone's work or ideas and passing them off as your own. While this certainly includes intentional cheating, **it is ultimately not about what you intend but what you do.** Regardless of whether you quote verbatim or merely summarize an idea, you must give credit to any source that informs your own thinking and writing as a matter of academic integrity. Failure to do so carries extreme consequences both academically and professionally.

University Honor Code: [Follow this link](#)

6. Accommodations: If you need something or have a concern, ASK- *I strive to make my course accessible to anyone who is registered. You have a right to the full experience of the class. If there is something I can do to help you be successful feel free to let me know. I respect that there are things you may not wish to disclose, but if there is something you think I should know that affects your experience in the class feel free to talk with me. If you have an accessibility letter, please communicate with me about specific needs; but even if you don't have one, don't let that stop you from communicating with me if you have a need.*

Statement on Educational Accessibility for Students with Disabilities: "Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

[The Office of Educational Accessibility](#) is located at 1021 Student Success Center and their phone number is (757)683-4655.

Resources:

[Purdue OWL](#) is the most up to date, exhaustive reference on scholarly formatting and style. Use the link below to access the site for all questions concerning MLA form including in text citation, Works Cited pages, and paper formatting. All formal assignments in this class must utilize proper MLA form.

University Library: The University library has many online resources, but if you are a registered distance student living outside the area you can also have materials shipped to you free of charge. Take the time to look into this as well as the [Interlibrary loan](#) resources that are available.

Writing Center: The Old Dominion University Writing Center (WC) offers free appointments to all currently-enrolled students. Students may seek help with their

writing projects for a variety of courses and meet with a consultant to discuss anything from brainstorming to learning how to proofread their own work.

The WC offers supplemental instruction to help students improve their writing strategies. We offer writing consulting sessions that assist students in learning to proofread their own work, in getting projects started, and in developing the writing process for a paper.

[e-Portfolio resources:](#) Tutorials for Google Drive, Wordpress, Wix, and other platforms are available through the e-portfolio studio . The university also offers eportfolio assistants you can contact for support in utilizing these digital tools in class assignments.

Student Opinion Surveys: Take advantage of the opportunity to give feedback on this course at the end of the semester- you will receive an email with a link and instructions on how to access this survey at the end of the semester.

[See Calendar here](#)