

English 290W, Section 3: Southern Women Writers

Instructor: Emily Banks

Meeting Time and Place: TTh 11:20am-12:35pm in New Psych Building 290

Office Hours: Friday 1-2PM and by appointment, via Zoom

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### **Course Description**

This course will explore works by major women writers of the American South. Through readings from the late-nineteenth century through the contemporary era, we will familiarize ourselves with the thematic and formal elements that characterize southern women's literature, while thinking about ways these authors challenge assumptions of southern identity in their representations of gender, sexuality, and race. We will consider, as well, how the novels we'll read reflect women's experiences of coming of age in the South as affected by the particular constraints and ideals of southern culture. We will practice critical and creative responses to literature with a close reading, a comparative analysis, a short story or memoir, and a research paper.

### **Course Learning Outcomes**

By the end of this course you will be able to:

- Identify major authors and themes in women's literature of the American South.
- Think critically about the ways Southern women's literature informs us about relevant historical and cultural issues.
- Use close reading and analysis skills to craft compelling arguments about literature for an academic audience.
- Practice writing as a process, developing strategies for research, drafting, revision, and editing.

### **Required Texts**

*The Awakening*, Kate Chopin

*The Wind*, Dorothy Scarborough

*The Sheltered Life*, Ellen Glasgow

*Their Eyes Were Watching God*, Zora Neale Hurston

*The Member of the Wedding*, Carson McCullers

*Corregidora*, Gayl Jones

*Bitter in the Mouth*, Monique Truong

*Preferred editions are available through the Emory Barnes & Noble website. If you are able to find cheaper editions elsewhere, feel free to go with those, though it may be slightly more difficult to follow along in class. I will post any additional materials on Canvas.*

### **Course Policies**

COVID-19 Precautions

I am very happy to be able to teach this class in person, but want to make sure we observe stringent safety precautions. Masks will be required for the duration of every class. If you need a quick break from the mask, feel free to step outside – no need to ask. Please sit as far away from each other as the space allows. If you or any of your contacts are experiencing [symptoms the CDC associates with COVID-19](#), please inform me immediately. Absences for this reason will be excused. If it seems possible others in the class may have been exposed, or multiple students report symptoms, we will hold the next week of classes via Zoom. I hope we will all take seriously the responsibility of keeping each other safe by refraining from risky behaviors such as attending gatherings that violate CDC guidelines or traveling during the semester.

### Attendance

Because this is a participation-based course, attendance is essential. You will be allowed three unexcused absences without a grade deduction. For every class you miss after those three, your grade will be lowered by 1/3 of a letter (for example, an A will become an A-). Excessive absences will also negatively impact your participation grade. Absences may be excused for approved school-related activities, medical issues with appropriate documentation, or religious holidays. If you know you will be missing classes on specific dates for team travel or a religious holiday, please let me know within the first two weeks of class so we can plan accordingly.

### Late work

All assignments are due by the date and time specified on the syllabus and assignment sheet. Each student will be allowed one “free pass,” which will allow you to turn your assignment in 24 hours after the assigned date. After that, unless I have granted you an extension, late work will cause your grade for the assignment to decrease by 1/3 of a letter for each day the assignment is late. For example, a B+ paper will become a B if turned in one day late.

### Participation

Participation is worth 15% of your grade for this class, and will be evaluated based on the following criteria:

- Participating in class discussions by sharing your thoughts on the day’s readings, or reading aloud from in-class writing assignments.
- Demonstrating active listening skills by responding to your peers’ comments.
- Taking an active part in (socially distanced!) small group work.
- Being on time and prepared with your books and completed assignments for each class.
- Being attentive and refraining from the inappropriate use of technologies in class (phones must be put away and laptops must be used for course materials only).

You will be asked to complete a self-evaluation of participation midway through the semester, at which point I will give you feedback on ways to improve this part of your grade in the remainder of the semester.

### Contact/Communication

Email is the best way to contact me if you have questions or concerns. Generally, I will respond to all student emails within 24 hours. Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your Emory-based email account, as well as your Canvas notifications, at

least once every 24 hours. If you have a smartphone, I recommend downloading the Canvas app to receive notifications immediately.

## Course Assessment

### Assignments

- **Close Reading:** A 2-3 page detailed study of one section of a novel, focusing on the use of language and literary devices to convey meaning. 15%
- **Comparative Analysis:** A 4-6 page analysis paper that makes an argument comparing some thematic or formal element of two of our course novels. 20%
- **Imitative Memoir/Story:** A 4-6 page memoir or short story that draws formal or thematic inspiration from one or more of our course novels, accompanied by a 1 paragraph annotation. 20%
- **Conference Paper & Presentation:** A 6-8 page research paper that builds an argument pertaining to our course theme, focusing on one or multiple novels and incorporating at least two peer-reviewed secondary sources. 25%
- **Reading Quizzes (3):** 5%
- **Participation:** 15%
- **Revision:** You may submit a revision of one assignment at any point before 5/6. Your grade on the revision will replace your original grade for that assignment.

*All assignments must be uploaded to Canvas by class time on the date specified, and must be in 12-point Times New Roman font with 1-inch margins.*

### Explanation of Letter Grades

A: An excellent response to the assignment. Demonstrates a sophisticated use of rhetorical knowledge, writing, and design techniques.

B: A good response to the assignment. Demonstrates an effective use of rhetorical knowledge, writing, and design techniques. May have minor problems that distract reader.

C: An average response to the assignment. Demonstrates acceptable use of rhetorical knowledge, writing, and design technique. May have problems that distract reader.

D: A poor response to the assignment. Demonstrates a lack of rhetorical knowledge and writing and design technique. May have significant problems that distract reader.

F: A failure to respond to the assignment appropriately.

### Grading Scale

Percentage	Letter	Emory Quality Points
93.00-100	A	4.0

90.00-92.99	A-	3.7
86.00-89.99	B+	3.3
83.00-85.99	B	3.0
80.00-82.99	B-	2.7
76.00-79.99	C+	2.3
73.00-75.99	C	2.0
70.00-72.99	C-	1.7
66.00-69.99	D+	1.3
60.00-65.99	D	1.0
00.00-59.99	F	0.0

### **Student Success Resources**

#### Accessibility and Accommodations

I strive to create an inclusive learning environment for all. I am invested in your success in this class and at Emory, so please let me know if anything is standing in the way of your doing your best work. This can include your own learning style, any classroom dynamics you find uncomfortable, multilingual learning difficulties, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence.

The [Department of Accessibility Services \(DAS\)](#) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact DAS. If you have accommodations through DAS, please check in with me early in the semester so we can discuss how I can best support your needs in our class. Contact the Department of Accessibility Services by following the link above, or contacting (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu).

#### Emory Writing Center

Tutors in the [Emory Writing Center](#) are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Writing Center tutors do not proofread for students; instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. The Writing Center also provides resources specifically for multilingual students.

#### Emory Counseling Services

Free and confidential counseling services and support are available from the [Emory Counseling Center](#). This can be an invaluable resource if you find that anxiety or other mental health challenges are making your work more difficult. Use the above link or call (404) 727-7450 to schedule an appointment.

## Final Exam: Thursday 5/6, 11:30 AM - 2:00 PM

During our final exam period, we will have a mini-conference (via Zoom) in which you will present your conference papers.

### Course Schedule

*All readings must be completed by the date for which they are listed. Assignments are due via Canvas submission by class time unless otherwise specified. Minor changes may be made to our reading schedule.*

**1/26**

Introductions

**1/28**

Kate Chopin, *The Awakening*, Chapters 1-6

**2/2**

Kate Chopin, *The Awakening*, Chapters 7-25

**2/4**

Kate Chopin, *The Awakening*, Chapters 26-39

**2/9**

Dorothy Scarborough, *The Wind*, Chapters 1-5

**2/11**

Dorothy Scarborough, *The Wind*, Chapters 6-8

§ **Reading Quiz 1**

**2/16**

Dorothy Scarborough, *The Wind*, Chapters 9-12

**2/18**

Dorothy Scarborough, *The Wind*, Chapters 13-15

**2/23**

§ Close Reading Due

Begin reading *The Sheltered Life*

**2/25**

Ellen Glasgow, *The Sheltered Life*, Parts 1 and 2

**3/2**

Ellen Glasgow, *The Sheltered Life*, Part 3, pp. 125-220

**3/4**

Ellen Glasgow, *The Sheltered Life*, finish Part 3

§ **Reading Quiz 2**

**3/9**

Zora Neale Hurston, *Their Eyes Were Watching God*, Chapters 1-6

**3/11**

Zora Neale Hurston, *Their Eyes Were Watching God*, Chapters 7-11

§ Participation Self-Evaluation Due

3/16

**Rest day. No class.**

3/18 [no assignment week]

Zora Neale Hurston, *Their Eyes Were Watching God*, Chapters 12-20

3/23

§ Comparative Analysis due

Begin reading *The Member of the Wedding*

3/25

Carson McCullers, *The Member of the Wedding*, Part 1

3/30

Carson McCullers, *The Member of the Wedding*, Part 2

4/1

Carson McCullers, *The Member of the Wedding*, Part 3

o **Reading Quiz 3**

4/6

Gayl Jones, *Corregidora*, Section 1

4/8

Gayl Jones, *Corregidora*, Section 2

4/13

Gayl Jones, *Corregidora*, Sections 3-5

4/15

§ Imitative Short Story/Memoir due. Have a draft prepared to share in class; the final version will be due at midnight.

4/20

Monique Truong, *Bitter in the Mouth*, Chapters 1-7

o **Discuss conference paper and research methods**

4/22

Monique Truong, *Bitter in the Mouth*, Chapters 8-11

o **Bring in 4 sources for in-class activity**

4/27

Monique Truong, *Bitter in the Mouth*, Chapters 12-18

4/29

Monique Truong, *Bitter in the Mouth*, Chapters 19-22

**5/6, 11:30AM-2PM**

Final Exam, meet for presentations on Zoom

Offer feedback for conference papers

5/13

§ Conference paper due at midnight

**5/15**

§ Revision (optional) due at midnight