

Glendale College

Course Outline of Record Report

Course ID 002014
Cyclical Review - November 2025

ENGL111 : Women in Literature

General Information

Author:	• Heather Ramos
Course Code (CB01) :	ENGL111
Course Title (CB02) :	Women in Literature
Department:	ENGL
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000048436
Curriculum Committee Approval Date:	11/26/2025
Board of Trustees Approval Date:	01/13/2026
Last Cyclical Review Date:	11/26/2025
Course Description and Course Note:	ENGL 111 is a comparative study of the roles asserted by and assigned to women in literature, letters, essays, and other expressive modes. Students study creative works by diverse authors with different gender identities and perspectives. In this course, students critically examine the literary archetypes and stereotypes of women in a variety of genres and connect literary portrayals to real-world experiences.
Justification:	Mandatory Revision
Academic Career:	• Credit
Mode of Delivery:	• In-Person • Remote • Hybrid • Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	• English
Alternate Discipline:	No value
Alternate Discipline:	No value

Last Course Offering

When was this course last offered (term and year)?

Spring 2025

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cal-GETC

Area 3B: Humanities

Area

Humanities

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

GCC General Education Requirements

Area 3: Arts and Humanities

Area

Arts and Humanities

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact Hours)

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Tutorial

Methods of Instruction Collaborative Learning

Methods of Instruction Guest Speakers

Methods of Instruction Presentations

Out of Class Assignments

- Reading journal
- Preparation for oral presentations and group projects
- Video or podcast recording of textual analysis (e.g. analyze a literary text using deconstruction, critical race studies, queer theory, Marxist and psychoanalytic frameworks, or intersectional feminism)
- Essays of analysis, evaluation, argumentation (e.g. compare and contrast the lives of Jane Eyre and Bertha Mason, analyzing one literary depiction of the intersections of gender with race, class, disability, sexuality, and/or religion)
- Documented research paper that includes close reading of sources and incorporates the principles of logic, analysis, and argument (e.g. research and write about the significance of a woman character in a literary text)
- Annotated bibliography

Methods of Evaluation

Description of Activity/Interaction

Activity (answering journal prompt, group activity)	Instructor evaluation of group work, group projects, partner exercises, or other collaborative exercises
Writing Assignment	Peer review or instructor critique of essay drafts
Activity (answering journal prompt, group activity)	Instructor evaluation of reading journal and video, audio or other recordings of projects
Presentation (group or individual)	Oral presentations
Exam/Quiz/Test	Reading quizzes
Exam/Quiz/Test	Midterm or final examinations
Writing Assignment	Essay exams or other writing assignments
Writing Assignment	Research paper, sourced and documented, in MLA format

Textbook Rationale

The literary texts by Zora Neale Hurston, Margaret Atwood, Alison Bechdel, Mary Shelley, and Chimamanda Ngozi Adichie are all canonical in English. The anthologies by Sarah Gilbert, Mary K. DeShazer, Lisa Disch, and Sukrita Paul Kumar & Malashri Lal are important for the field, and there are no new editions. The book by Samhita Mukhopadhyay is still relevant given the current sociopolitical climate.

Textbooks

Author	Title	Publisher	Date	ISBN
Sarah Gilbert	Norton Anthology of Literature by Women	W. W. Norton	2007	978-0393930153
Mary K. DeShazer	Longman Anthology of Women's Literature	Longman	2001	978-0321010063
Zora Neale Hurston	Their Eyes Were Watching God	HarperPerennial	1937	978-0061120060
Margaret Atwood	The Handmaid's Tale	Anchor Books	1998	978-0385490818
Alison Bechdel	Fun Home: A Family Tragicomic	Mariner	2006	978-0618871711
Mary Shelley	Frankenstein	CreateSpace Independent Publishing Platform	2015	978-1512308051
Emily Bronte	Wuthering Heights	CreateSpace Independent Publishing Platform	2020	978-1505313499
Chimamanda Ngozi Adichie	We Should All Be Feminists	Anchor	2015	978-110911761

Lisa Disch & M. E. Hawkesworth (editors)	The Oxford Handbook of Feminist Theory	Oxford UP	2018	978-0190872823
Samhita Mukhopadhyay & Kate Harding (editors)	Nasty Women: Feminism, Resistance, and Revolution in Trump's America	Picador	2017	978-1250155504
Sukrita Paul Kumar & Malashri Lal	Speaking for Myself: An Anthology of Asian Women's Writing	India International Centre	2009	978-0143065333
Jennifer Cooke (editor)	The New Feminist Literary Studies	Cambridge University Press	2020	978-1108599504
Essaka Joshua	Physical Disability in British Romantic Literature	Cambridge University Press	2020	978-1108872126
Clare Barker & Stuart Murray (editors)	The Cambridge Companion to Literature and Disability	Cambridge University Press	2018	978-1107087828
Other Instructional Materials (i.e. OER, handouts)				
No Value				

Learning Outcomes

Course Objectives

Examine and analyze literary images of women in written and oral discussions created by authors/storytellers from a range of gender identities.

Evaluate literary depictions of women within the historical and cultural contexts in which the texts were produced.

Identify literary archetypes and stereotypes of women as they occur in significant texts throughout history, noting literary works by women that challenge and/or adopt these types.

SLOs

Analyze the development of literary images of women, from antiquity through 21st century representations.

Expected Outcome Performance: 70.0

<i>MCOMM</i> Mass Communications A.S. Degree	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
<i>MCOMM</i> Mass Communications AS	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.
	Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.
<i>SOC S</i> Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation
	Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>HUMAN</i> Interdisciplinary Humanities: Creativity A.A. Degree	Apply literary, rhetorical, and interdisciplinary studies concepts, and discipline-specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
<i>ENGL</i> Creative Writing	Demonstrate creative and critical thinking as it applies to writing and reading.
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms
	describe the history of a field of study

Recognize the social and cultural developments which have influenced women's roles and their representation in literature.

Expected Outcome Performance: 70.0

<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>MCOMM</i> Mass Communications A.S. Degree	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
<i>MCOMM</i> Mass Communications AS	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.
	Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>HUMAN</i> Interdisciplinary Humanities: Creativity A.A. Degree	Apply literary, rhetorical, and interdisciplinary studies concepts, and discipline-specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
<i>SOC S</i> Social Justice: Gender Studies	Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.
	Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality
<i>ENGL</i> Creative Writing	Demonstrate creative and critical thinking as it applies to writing and reading.
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
<i>ILOs</i> General Education	describe the history of a field of study
<i>ENGL</i> English: Creative Writing A.A. Degree Major	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources

Read critically to analyze archetypal and stereotypical images of women in literature.

Expected Outcome Performance: 70.0

<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
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	Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.
<i>SOC S</i> Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation
	Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
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<i>ENGL</i> Creative Writing	Demonstrate creative and critical thinking as it applies to writing and reading.
	Demonstrate increased knowledge the principles of Creative Writing.
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms

Relate the literary depictions of women to their historical and social contexts.

Expected Outcome Performance: 70.0

<i>MCOMM</i> Mass Communications A.S. Degree	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.
	Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.
<i>SOC S</i> Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation
	Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.
	Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>HUMAN</i> Interdisciplinary Humanities: Creativity A.A. Degree	Apply literary, rhetorical, and interdisciplinary studies concepts, and discipline-specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
<i>ENGL</i> Creative Writing	Demonstrate creative and critical thinking as it applies to writing and reading.
	Demonstrate increased knowledge the principles of Creative Writing.
	Demonstrate increased reading and writing comprehension of English.
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
<i>MCOMM</i> Mass Communications AS	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>ILOs</i> General Education	apply examples of theories and criticism associated with a field of study

ENGL English: Creative Writing A.A. Degree Major	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources
	produce work that is organized and written in a style suited for its purpose and audience

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Literary Theory and Methodologies (4 hours)

- Approach literature using deconstruction, critical race studies, queer theory, Marxist and psychoanalytic frameworks, as well as intersectional feminism
- Consider memoirs, oral histories, zines, and social media narratives written by women

Ancient and Early Literary Depictions of Women (6 hours)

- Goddesses: Sumerian - Inanna; Greek - Athena; Maori - Papatūānuku; Celtic - The Morrigan, etc.
- Women under men's laws: Antigone, Clytemnestra, Briseis, Criseis, Andromache, Helen, etc.
- Witches and avenging women: Circe, Medea, Hecate, Morgana, Morgan le Fay, Morrigan, The Abayifo, Mami Wata, etc.

Medieval Literary Depictions of Gender by Women and about Women (6 hours)

- Conventions of literary misogyny: Chrétien de Troye, The Romance of the Rose, etc.
- Assertion of women's dignity: Christine de Pisan *The Book of the City of Ladies*, Marie de France, Queen Medb, etc.
- Satire of women's dignity: *The Wife of Bath*

Literary Depictions of Gendered Stereotypes and Archetypes (12 hours)

- The Curious Woman: Eve, Pandora, Jane Eyre, Dana Franklin, "the final girl" in horror, etc.
- The Ambitious Woman: striving/ competitive/ heroic/ capable, e.g. Lutie Johnson
- The Assertive Woman: Becky Sharp, Janie May Crawford, etc.
- The Rebellious Woman (rejection of convention): Catherine Earnshaw, Irene Redfield, Hedda Gabler, Moll Flanders, Margaret Hale, Noëmi Taboada, etc.
- Virtuously Submissive Woman: Victorian ideal of wife, tuberculoid woman, servant/ inferior in social rank/ poor/ disability ("Angel in the House," "Life in the Iron Mills," etc.)
- The Nurturer: mother/ nurse/ daughter
- The Dominating: shrew/ hag/ sexually beguiling, e.g. Lady Macbeth
- The Pure: virgin/chaste woman
- The Impure: lesbian/ dangerously beautiful/ sexually voracious/ temptress/ seductress/ siren/ sex object/ betrayer/ femme fatale
- The Supernatural: witch/ goddess/ fairy queen/ female ogre etc., e.g. Lauren Olamina
- The Monstrous Woman: Medusa, Lilith tradition, etc.

Literary Depictions of Agency and Resistance (8 hours)

- Women writers using literary texts to express forms of agency, power, and resistance through poetry, drama, fiction, and nonfiction
- Autonomous women: Antigone, Lily Bart, Sula Peace, Clarissa Vaughan, Janie May Crawford, etc.
- Dystopian heroines: Lauren Olamina, Offred, Essun, etc.
- Lesbian writers: Audre Lorde, Gloria Anzaldúa, Cherríe Moraga, Carmen Machado, Virginia Woolf, Alison Bechdel, Emily Dickinson etc.
- Poets: Claudia Rankine, Tracy K. Smith, Lorena Diaz, Emily Dickinson, Joy Harjo, Gwendolyn Brooks, Cherríe Moraga, etc.

Literary Depictions of Intersectionality and Women (8 hours)

- Examining the intersections of gender with race, class, dis/ability, sexuality, and religion
- Women outside of convention: Tequila Leila (Elif Shafak), Carlotta Mercedes (James Hannaham), Stephen Gordon (Radclyffe Hall), etc.
- Women and disability: Trudi Montag (Hegi), Yeong-hye Kim (Kang), Sarah Norman (Medoff), Audre Lorde's *Cancer Journals*, etc.
- Women, literature, and race: Alice Walker, Sandra Cisneros, Silvia Moreno-Garcia, Han Kang, Toni Morrison, Ada Limón, Cherríe Moraga, Helen Oyeyemi, Chimamanda Ngozi Adichie, etc.

Literary Depictions of Women with and without Income (4 hours)

- Women with their own Income
 - Heiresses: Margaret Hale, Isabelle Archer, Emma Woodhouse, Janie Crawford, etc.
 - Workers and professionals: Shug Avery, Jane Eyre, Lily Bart, Esperanza, Ifemelu, etc.
- Women without income: Bennet sisters, Bertha Mason, Pecola Breedlove, etc.

Global Literature by Women (6 hours)

- Migration and identity (including climate refugees and climate fiction): Gloria Anzaldúa, Chimamanda Ngozi Adichie, Han Kang, Helena María Viramontes, Arundhati Roy, Anjali Sachdeva, etc.
- Gendered experiences of diaspora: Jamaica Kincaid, Edwidge Danticat, NoViolet Bulawayo, Jhumpa Lahiri, Bharati Mukherjee, etc.
- Homecoming and belonging: Maxine Hong Kingston, Anita Desai, Leslie Marmon Silko, Helen Oyeyemi, Chimamanda Ngozi Adichie, etc.

Total Hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

What term(s) will this course be offered?

Spring

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value

