

ENGL 3370-003/WOMS 3370-002  
Women in Literature: American Women Playwrights  
SYLLABUS  
Fall 2015  
MWF 1-1:50pm in UH16

**Contact Information:**

Dr. Terje Saar-Hambazaza  
Email: [terjes@uta.edu](mailto:terjes@uta.edu) (Please note: the best way to contact me is through email!)  
Office: Carlisle Hall 407  
Office hours: Mondays/Wednesdays/Fridays 11am-12pm & by appointment  
UTA English Department phone: 817-272-2692  
Web: [www.terjehambazaza.com](http://www.terjehambazaza.com)  
Faculty Profile: <https://www.uta.edu/profiles/terje-saar-hambazaza>

**Course Description:**

This ENGL 3370 Women in Literature course, cross-listed in English and Women's Studies, focuses on American women playwrights from the early 1900s to the present. The course is both a historical survey of American women authors writing for and demanding access to American stage and a critical consideration of the place of these texts in American theater. We will consider the critical and socio-cultural contexts for American female playwrights who come from diverse racial, cultural, geographic, and theatrical backgrounds, some representing and others resisting feminist perspectives. The course explores these playwrights' impact on exposing the roles of women and bringing larger themes and issues, such as women's place, violence, sexuality and sexual exploitation, religion, slavery, labor, working conditions, class struggle, and feminist revisions of history to the forefront of American society. The course aims to expand the students' understanding of historical as well as contemporary theater and invites them to consider the boundaries of culture, gender, feminism, genre, "American" and "women's" writing. The course includes three tests, attendance, and active participation. In addition, students will research the work of one influential female playwright or women's theatre group, write a formal paper, and present their findings in class.

**Course Objectives:**

- ✧ To read and identify key playwrights, themes, and concerns in American women's writing since the early 1900s.
- ✧ To demonstrate familiarity of the development of American theater since the 1900s.
- ✧ To recognize the historical, biographical, social, cultural, and intellectual backgrounds of the texts written by women.
- ✧ To explore women's writing as cultural, reflecting both social-political change as well as entertaining American viewers/readers.
- ✧ To explore the language and conventions of drama as a genre, incorporating criticism and research in various interpretations.
- ✧ To consider the influence of race, class, ethnicity, and gender on works written by American women for stage.
- ✧ To appreciate both commonality and diversity among women.
- ✧ To demonstrate skills and techniques of critical reading, discussing, and writing.

### Student Learning Outcomes:

- ✧ Students will acquire, practice, and demonstrate the critical thinking skills necessary to discuss issues related to women's writing.
- ✧ Students will acquire, practice, and demonstrate their knowledge of the ways in which various American female playwrights have addressed questions related to gender and writing for stage.
- ✧ Students will acquire, practice, and demonstrate their ability to synthesize their observations about the culture of the diverse American context.
- ✧ Students will acquire, practice, and demonstrate their knowledge in written and oral form.

### Required Texts:

- ✧ Ed. Judith E. Barlow, *Plays by American Women, 1900-1930*; Applause Books; ISBN: 9781557830081
- ✧ Ed. Judith E. Barlow, *Plays by American Women: 1930-1960*; Applause Books; ISBN: 9781557834461
- ✧ *Plays by and about Women*; Vintage, ISBN: 9780394718965
- ✧ Lorraine Hansberry, *A Raisin in the Sun*, ISBN: 9780679755333
- ✧ Wendy Wasserstein, *The Heidi Chronicles: Uncommon Women and Others & Isn't It Romantic*; Vintage, ISBN: 9780679734994
- ✧ Eve Ensler, *The Vagina Monologues*; Villard, ISBN: 9780345498601
- ✧ Paula Vogel, *The Mammary Plays: Two Plays*; Theatre Communications Group; ISBN: 9781559361446
- ✧ Sarah Ruhl, *Stage Kiss*; Theatre Communications Group, ISBN: 9781559364706
- ✧ Sarah Ruhl, *The Clean House and Other Plays*; Theatre Communications Group, ISBN: 9781559362665
- ✧ Additional readings (PDFs) provided by the professor as Course Reserves on Blackboard

### Course Assignments (max. 100 points):

- ✧ Three tests (3x20 points)
- ✧ Presentation with a formal research paper (30 points)
- ✧ Attendance and participation (10 points)

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

### Grading Scale:

#### Presentation and a formal research paper:

Each student is expected to choose either a prominent female theatre artist or a women's theatre group, give a short presentation on the topic, and write a detailed research paper due at the end of the semester. The formal paper should be a 4-5 page analysis of this person / group's work. What is their philosophy? How is that represented in the work? What is the significance this person / group has had for women's theater and/or feminism? For theater in general? What is this person's / group's belief about women's roles in theater? Use correct MLA citations / bibliography.

To be eligible to receive a passing grade on this assignment, you are expected to:

1. give a 5-minute presentation on your chosen topic
2. write an essay that is 4-5 pages long
3. have a Works Cited page using MLA form

4. Your essay should be a Word document that is double spaced, with 1-inch margins, in Times New Roman font 12. Follow the MLA's recommendations for formatting, citation, and style.

### **Course Requirements and Policies**

**Attendance & Participation Policy:** Attendance is absolutely crucial to your success in this course.

Attendance will be taken during every class meeting.

Each student is allowed three (3) excused absences, no questions asked (emergencies will be considered on a case by case basis). Save them for when you really need them; these absences are designed to accommodate such things as family emergencies, illnesses, car troubles, etc. Unexcused absences beyond the first three excused absences will adversely affect your grade.

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Hence, your thoughtful, attentive, and active participation is essential. If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time – class will start promptly. Leaving early will count as an absence. Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment.

**Late Work and Makeup Exams:** I do not accept late work. I will not allow makeup exams except for official UTA-excused absences.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw.

Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.  
Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in

its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Personal Communication Devices:** Electronic devices, such as computers and cell phones, are NOT ALLOWED in class. I will make an exception for e-readers if you have purchased your books in an electronic format. Turn off all cell phones and other personal communication devices before the start of class and do not use them during class.

**Email use:** Please use your UT Arlington email account when contacting the professor.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Classroom Protocol, Citizenship, Decorum, etc.:** Please arrive to class on time. Arriving late to class disrupts the flow of the lecture and is distracting to the professor and to your fellow students. Your attendance grade will be affected if late arrivals become a pattern (determined by the professor). All written work and class discussion for this course must employ gender-neutral, nonsexist language, and rhetorical constructions. Such practice is part of a classroom environment according full respect and opportunity to all participants by all others.

**Academic Integrity:** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that students demonstrate a high standard of individual honor in their scholastic work.

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalogue for details).

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS

database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

**NOTE:**

This syllabus is subject to change at the discretion of the instructor.

## COURSE SCHEDULE

[All reading and writing assignments are due on the days listed]

### Week 1

Friday, 8/28: Introduction to the course

### Week 2

Monday, 8/31: Rachel Crothers, *A Man's World* (in *Plays 1900-1930*)

Wednesday, 9/2: *A Man's World*, cont.

Friday, 9/4: Alice Gerstenberg, *Overtones* (in *Plays By and About Women*)

### Week 3

Monday, 9/7: NO CLASS – Labor Day

Wednesday, 9/9: Susan Glaspell, *Trifles* (in *Plays 1900-1930*)

Friday, 9/11: Zona Gale, *Miss Lulu Bett* (in *Plays 1900-1930*)

### Week 4

Monday, 9/14: *Miss Lulu Bett*, cont.

Wednesday, 9/16: Georgia Douglas Johnson, *Plumes* (in *Plays 1900-1930*)

Friday, 9/18: Sophie Treadwell, *Machinal* (in *Plays 1900-1930*)

### Week 5

Monday, 9/21: Lillian Hellman, *The Children's Hour* (in *Plays By and About Women*)

Wednesday, 9/23: *The Children's Hour*, cont.

Friday, 9/25: *The Children's Hour*, cont.

### Week 6

Monday, 9/28: Clare Boothe Luce, *The Women* (in *Plays 1930-1960*)

Wednesday, 9/30: *The Women*, cont.

Friday, 10/2: NO CLASS – Research day;

### Week 7

Monday, 10/5: Test #1

Wednesday, 10/7: Film screening: *The Little Foxes*

Friday, 10/9: Film screening

### Week 8

Monday, 10/12: Film discussion

Wednesday, 10/14: Gertrud Stein, *The Mother of Us All* (in *Plays 1930-1960*)

Friday, 10/16: Fay Kanin, *Goodbye, My Fancy* (in *Plays 1930-1960*)

### Week 9

Monday, 10/19: *Goodbye, My Fancy*, cont.

Wednesday, 10/21: Alice Childress, *Trouble in Mind* (in *Plays 1930-1960*)

Friday, 10/23: *Trouble in Mind*, cont.

#### **Week 10**

Monday, 10/26: Lorraine Hansberry, *A Raisin in the Sun*

Wednesday, 10/28: *A Raisin in the Sun*, cont.

Friday, 10/30: Megan Terry, *Calm Down Mother* (in *Plays By and About Women*)

#### **Week 11**

Monday, 11/2: Marsha Norman, *'night, Mother* (PDF)

Wednesday, 11/4: Wendy Wasserstein, *The Heidi Chronicles*

Friday, 11/6: *The Heidi Chronicles*, cont.

#### **Week 12**

Monday, 11/9: Test #2

Wednesday, 11/11: Eve Ensler, *The Vagina Monologues*

Friday, 11/13: *The Vagina Monologues*, cont.

#### **Week 13**

Monday, 11/16: Paula Vogel, *How I Learned to Drive*

Wednesday, 11/18: *How I Learned to Drive*, cont.; Presentations

Friday, 11/20: Suzan-Lori Parks, *Topdog/Underdog* (PDF); Presentations

#### **Week 14**

Monday, 11/23: *Topdog/Underdog*, cont.

Wednesday, 11/25: NO CLASS – Writing day

Friday, 11/27: NO CLASS – Thanksgiving

#### **Week 15**

Monday, 11/30: Presentations

Wednesday, 12/2: Sarah Ruhl, *Eurydice*; Presentations

Friday, 12/4: Sarah Ruhl, *The Clean House*; Research paper DUE

#### **Week 16**

Monday, 12/7: Sarah Ruhl, *Stage Kiss*;

Wednesday, 12/9: Test #3