

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2023
<b>Discipline:</b>	English
<b>Course Number and Title:</b>	E 332 Modern Women Writers
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Joonok Huh
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

We will read modern women writers from diverse socio-political and cultural backgrounds. In the spirit of SAS and its quest for global understanding through the unfamiliar, we will focus on traveling—both literally and metaphorically. The traditional space for women is static, without much mobility, in most societies. Some brave women, however, break away from the familiar into uncharted waters—to gain or regain a sense of self by connecting themselves to others and locating themselves in the world. For them, travel becomes writing, and writing becomes travel. Writing is overall the ultimate means of self-preservation.

We will delve into various meanings of travel for women writers and their characters on a wide spectrum—from breaking away to returning, in books such as Virginia Woolf's To the Lighthouse and Tsitsi Dangarembga's Nervous Conditions. What is the meaning of home? What is learned in exile or separation? What is their historical situation? How does travel transform their lives? Toward the end of the semester, students will link their own experience of travel to those of the writers we read.

### LEARNING OBJECTIVES

1. To read and think critically and insightfully about women's traveling, diaspora, and globalization.
2. To study travel as displacement, accommodation, relocation, reconciliation in women's literature.
3. To experience narratives of identity in personal, social, and national terms in women's literature.
4. To appreciate the complexity of the theme of travel in women's literature.
5. To enhance women's experience of community.
6. To explore critical and theoretical approaches to modern women's literature.
7. To encourage personal reflection through writing both during and after the SAS voyage.

## REQUIRED TEXTBOOKS

AUTHOR: Virginia Woolf  
TITLE: To the Lighthouse  
PUBLISHER: Harvest  
ISBN: 0-15-690738-0  
DATE/EDITION: Any

AUTHOR: Arundhati Roy  
TITLE: The God of Small Things  
PUBLISHER: Harper Perennial  
ISBN: 0-06-097749-3  
DATE/EDITION: Any

AUTHOR: Isak Dinesen  
TITLE: Out of Africa  
PUBLISHER: Random House  
ISBN: 0-670-60021-3  
DATE/EDITION: Any

AUTHOR: Leila Ahmed  
TITLE: A Border Passage  
PUBLISHER: Penguin  
ISBN: 0 14 02 9183 0  
DATE/EDITION: Any

AUTHOR: Tsitsi Dangarembga  
TITLE: Nervous Conditions  
PUBLISHER: Ayebia  
ISBN: 978-0-9547023-3-5  
DATE/EDITION: Any

AUTHOR: Jean Rhys  
TITLE: Wide Sargasso Sea  
PUBLISHER: Norton  
ISBN: 0-393-30880-4  
DATE/EDITION: Any

AUTHOR: Toni Morrison  
TITLE: Sula  
PUBLISHER: Vintage  
ISBN: 978-1-4000-3343-0  
DATE/EDITION: Any

## TOPICAL OUTLINE OF COURSE

### Embarkation Day – January 5

- 1: Introduction
- 2: Adrienne Rich, “Diving into the Wreck”  
Virginia Woolf, To the Lighthouse
- 3: To the Lighthouse
- 4: To the Lighthouse
- 5: To the Lighthouse
- 6: Arundhati Roy, The God of Small Things
- 7: The God of Small Things
- 8: The God of Small Things
- 9: Field Project Reports (date tentative)
- 10: Field Project Reports
- 11: Isak Dinesen, Out of Africa
- 11: Out of Africa
- 12: Out of Africa
- 13: Leila Ahmed, A Border Passage
- 14: A Border Passage
- 15: A Border Passage
- 16: Tsitsi Dangarembga, Nervous Conditions
- 17: Nervous Conditions
- 18: Nervous Conditions
- 19: Jean Rhys, Wide Sargasso Sea
- 20: Wide Sargasso Sea

- 21: [Wide Sargasso Sea](#)
- 22: Toni Morrison, [Sula](#)
- 23: [Sula](#)
- 24: [Sula](#)
- 25: Comparative Experiential Project & Grand Finale

### Disembarkation Day – April 20

### FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

#### Field Class & Assignment

**STUDENTS: Field Class proposals listed below are not finalized.** Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**

Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Women Today

Outcomes: The essence of this course is the question: what does it mean to be a woman in the modern era?

The course provides a platform for both a global and a diverse understanding of women today. The method is literary/experiential: to read, to feel, to see, and—through our field project—to witness, to participate, to know. The field project will allow us to make the stuff of our readings more palpable, more concrete, thus more knowable. We step outside the realm of literature into the world, and we interact with real women in contexts unfamiliar, yet already introduced to us by our books.

- What are women's experiences in modern times?
- How are we different and at the same time very much alike?
- How can we share meaningful connections?
- How do women writers express their concerns and hopes?
- Desired outcome of reading and discussion: thinking critically and insightfully about women's writings in the global setting.

### Activities:

- Visiting women's institutions, museums, historical cultural places, or women's colleges
- Interacting with local women: students, public servants, business women, merchants, and others.
- Participating in cultural activities and events.

### Assessment: 30% of the final grade

- Presentation (10%). Presentations will start right after we get back from the port. Appx 3-4 minutes.
- Paper (20%). Due right after the last presentation is done. 3-4 pages

### **Comparative Experiential Project**

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

### Journal Assignment, 10%

You will write about your experience in each port about the theme of the course: women's changing roles and learning about others and about yourself. In each port, get engaged in conversations with local women, take pictures or videos, and share common interests. After your return to the ship each time, write a one-page journal entry (summary, report, critique). After the final port, you will review all the journal entries, and write an analysis of your experiences throughout the semester, 3 pages.

- From all the reports, has anything emerged? If so, what is it?
- What has been your most memorable experience and why?
- What have you learned about "the other woman"? Has this journey changed your perspective of the other woman?
- Has this helped you understand who you are or who we are in America? If so, how?

### **METHODS OF EVALUATION**

-20%, Two Reading Response Papers, 3 pages (10% each)

The response papers may focus on any aspect of the text that interests you. They should be well-focused and developed, almost "mini-papers." Good response papers raise questions for you to think through. Try to answer the questions you raise in your paper.

Choose two books from the semester. Topics/passages/chapters to write about will be announced during the semester. The response paper is due on the first discussion day of the following book.

-30%, Final Paper (10 pages)

Your final paper will be based on a particular feminist struggle in a text or texts, whatever the source of the struggle might be—race, class, postcolonial condition, sexuality, and so forth. You can choose your own specific topic and approach; however, I do encourage you to discuss your topic with me.

-10%, Field Project Presentation (See Field Project Assignments)

-20%, Field Project Paper (See Field Project Assignments)

-10%, Comparative Experiential Project (See CEP Assignment)

-10%, Class Participation and Attendance

Throughout the semester each of you will lead one class discussion. At the beginning of class, you will introduce the reading of the day for 15-20 minutes. You can talk about the author, or present the historical cultural context, or analyze a passage/chapter/character from the reading assignment for the day.

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

## **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea<sup>®</sup> courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **RESERVE BOOKS FOR THE LIBRARY**

TBA

## **FILMS**

TBA

## **ELECTRONIC COURSE MATERIALS**

TBA