



Course Specification

— (Bachelor)

Course Title: Women Studies

Course Code: ENG 4332

Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	7
D. Students Assessment Activities	8
E. Learning Resources and Facilities	8
F. Assessment of Course Quality	9
G. Specification Approval	9



A. General information about the course:

1. Course Identification

1. Credit hours:					
3					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective		
3. Level/year at which this course is offered:					
The course can be taken at any level in the last two years of the program after passing the requirements.					
4. Course general Description:					
Women Studies is an interdisciplinary course that highlights women's contribution to culture and literature. It critically examines the tradition in women's writing, deconstructs the pervasive images of women in literature, and analyzes the way in which women use language to define their experiences in societal institutions such as education, arts, law and politics, marriage and family life. Past and current theories of gender, power, and equity are explored in relation to selected literary works by women from different historical contexts.					
5. Pre-requirements for this course (if any):					
Literary Criticism in Practice					
6. Co-requirements for this course (if any):					
None					
7. Course Main Objective(s):					
To familiarize students with central debates in the field of Women's Studies.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> ● Traditional classroom ● E-learning 		
4	Distance learning		



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	28 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	2 hours
Total		30 hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the forms, modes and key texts associated with women's writing in different literary period.	K2	<ul style="list-style-type: none"> Traditional lecturing. Reading critical articles. Seminars. 	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	<ul style="list-style-type: none"> Traditional lecturing. Reading critical articles. Seminars. 	<ul style="list-style-type: none"> - Quizzes and exams. - Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms.	K3	<ul style="list-style-type: none"> Traditional lecturing. Engaging with other art forms in class and online. Reading critical articles. 	<ul style="list-style-type: none"> - Quizzes and exams. - Class discussion. - Online discussion.
2.0	Skills			
2.1	Interpret texts critically and analytically.	S2	- Traditional lecturing.	- Open-book quizzes.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> - Class discussion. - Online discussion. - Reading analytical essays. - Seminars. - Interactive workshops 	<ul style="list-style-type: none"> - Analytical exam questions. - Analytical essay assignment. - Class discussion.
2.2	Demonstrate research and analytical skills.	S5	<ul style="list-style-type: none"> -Traditional lecturing. - Reading analytical essays. -Research seminars. -Interactive workshops. 	Analytical essay assignment
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	S3	<ul style="list-style-type: none"> - Class discussion. -Exposure to creative content online or in class. - Reading analytical essays. - Reading creative content. - Interactive workshops. 	<ul style="list-style-type: none"> -Analytical essay assignment.- Analytical exam questions. -Creative assignment.
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	S2	<ul style="list-style-type: none"> - Analyzing or engaging with other art forms in class or online. -Reading critical articles. - Watching documentaries and critical content. -Interactive workshops. 	<ul style="list-style-type: none"> -Class discussion. -Online discussion. -Analytical assignment. -Creative assignment.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	<ul style="list-style-type: none"> Traditional lecturing Reading scholarly articles. 	<ul style="list-style-type: none"> -Class discussion.
3.2	Work responsibly and autonomously when performing a task	V2	<ul style="list-style-type: none"> -Traditional lecturing -Class discussion. -Watching documentaries. 	<ul style="list-style-type: none"> -Assignments -Projects





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	individually or within a team.			

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Women's and Gender Studies	2
2.	Laws Concerning Women in the United States and Britain	3
3.	Marriage, Class, and Education	3
4.	History of the Women's Movements and Feminism	3
5.	Women's Writing I: Diaries of Women	3
6.	Midterm	2
7.	Women's Writing II: Selected Novels by Women Writers	3
8.	Women's Writing III: Selected Poems by Women Writers	3
9.	Women's Writing IV: Selected Plays by Women Writers	3
10.	Women's Writing V: Selected Essays by Women Writers	3
Total		

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p>Midterms or Quizzes: The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed</p>	6	30%
2.	<p>Assignments or Quizzes: - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays. - Topics, guidelines and deadlines should be specified at the beginning of the course.</p>	9	10%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	-Assignments should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed.		
3.	Discussion in class and online: Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course	Weekly	10%
4.	Final Exam The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed	Final Exam Period	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Shaw, Susan; Janet Lee. <i>Women's Voices, Feminist Visions: Classic and Contemporary Readings</i> . Boston: McGraw Hill Pub, 2004: https://archive.org/details/womensvoicesfemi00shaw/page/n1/mode/2up?msclkid=6c21dd96a5b911eca5f1670274f20352
	Suggested selections of women's writing:
	Diaries
	<ul style="list-style-type: none"> • The Unpublished Diary of Dollie Radford • The Unpublished Diary of Elizabeth Barrett Browning • The Journals of George Eliot
	Novels
<ul style="list-style-type: none"> • Jane Austen's <i>Pride and Prejudice</i> • Mary Shelley's <i>Frankenstein</i> • Charlotte Brontë's <i>Jane Eyre</i> • George Eliot's <i>Middlemarch</i> • Wilkie Collins's <i>The Woman in White</i> • Virginia Woolf's <i>Mrs Dalloway</i> • Angela Carter's <i>The Magic Toyshop</i> 	
Poems	
<ul style="list-style-type: none"> • Felicia Hemans's <i>The Bride of the Greek Isle</i> • Christina Rossetti's <i>Goblin Market</i> • Elizabeth Barrett Browning's <i>Aurora Leigh</i> • Emily Dickinson's <i>I'm Nobody</i> • Augusta Webster's <i>A Castaway</i> • Amy Levy's <i>A Minor Poet</i> • Maya Angelou's <i>Still I Rise</i> 	
Plays	





Supportive References

- Elizabeth Robins and Florence Bell's *Alan's Wife*
- Bodichon, Barbara; 1827-1891. *A Brief Summary in Plain Language of the Most Important Laws Concerning Women; Together with a Few Observations Thereon*. London: John Chapman, 1854.
- Caird, Mona; 1854-1932. "Marriage"; 1888. *Criminals, Idiots, Women, and Minors: Victorian Writing by Women on Women*. 2nd ed. Ed. Susan Hamilton. Peterborough; Plymouth: Broadview Press, 2004.
- Ellis, Sarah Stickney; 1799-1872. *The Women of England: Their Social Duties, and Domestic Habits*; 1839. Cambridge: Cambridge University Press, 2010.
- Faderman, Lillian. *Surpassing The Love of Men: Romantic Friendship and Love Between Women from the Renaissance to the Present*. London; New York: The Woman's Press, 1981. Print.
- Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. 2nd ed. London: Yale University Press, 2000. Print.
- Ledger, Sally. *The New Woman: Fiction and Feminism at the Fin De Siècle*. Manchester: Manchester University Press, 1997. Print.
- Moffat, Mary Jane. "Foreword." *Revelations: Diaries of Women*. Ed. Mary Jane Moffat and Charlotte Painter. New York: Vintage, 1975.
- Mulford, Wendy. "Socialist-Feminist Criticism: A Case Study, Women's Suffrage and Literature, 1906-14." *Re-Reading English*. Ed. Widdowson, Peter. London: Routledge, 2003.
- Park, Sowon S. "The First Professional: The Women Writers Suffrage League." *Modern Language Quarterly* 58.2 (1997): 185-200. EBSCO.
- Purvis, June. "The prison experiences of the suffragettes in Edwardian Britain." *Women's History Review* 4.1 (1995): 103-133. *Taylor & Francis Online*.
- ---. "Gendering the Historiography of the Suffragette Movement in Edwardian Britain: some reflections." *Women's History Review* 22.4 (2013): 576-590. EBSCO.
- Shanley, Mary Lyndon. *Feminism, Marriage, and the Law in Victorian England, 1850-1895*. Princeton: Princeton University Press, 1989. Print.
- Shattock, Joanne. "The Construction of the Woman Writer." *Women and Literature in Britain 1800-1900*. Ed. Joanne Shattock. Cambridge: Cambridge University Press, 2001.



	<ul style="list-style-type: none"> • Showalter, Elaine. <i>A Literature of their Own: British Women Writers from Charlotte Brontë to Doris Lessing</i>. London: Virago, 2009. Print. • Spender, Dale. <i>Mothers of the Novel: 100 Good Women Writers before Jane Austen</i>. London; New York: Pandora, 1986. Print. • Wollstonecraft, Mary; 1759-1797. <i>A Vindication of the Rights of Woman with Strictures on Political and Moral Subjects</i>. London: J. Johnson, 1792. <i>Online Library of Liberty eBooks</i>.
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data Projector
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams (Direct)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022
DATE	2023 - 1445

