



Syllabus

Course Title: British and Scottish Women's Voices Across Time: From Classics to *Bridgerton* and *Outlander*

Program and Date: England and Scotland: May 30-June 13, 2026

Academic Department: English

Instructor Name: Dr. Amanda Anderson

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Get to Know Your Professor

I am passionate about learning and travel. In college, I participated in two different study abroad programs. I took both British Romantic Literature and Shakespeare with CCSA in London, England, and Travel Writing in Bregenz, Austria through KIIS. I am half Italian. I have been to Europe multiple times and am partially bilingual. I have taught English for over fifteen years, both at high school and college, and am certified to teach English as a Foreign Language. I currently teach Writing I and II at West Kentucky Community and Technical College. I spend most of my time with my husband of thirteen years and our seven cats (yes, it's too many). I am almost always planning my next travel excursion, and I look forward to teaching abroad for the first time. I strongly believe that learning in context on location will create a unique, enriching experience for all learners.

Course Description

Walk in the footsteps of writers and characters as you explore landscapes that shaped (and were shaped by) women's literature. This course examines how women's voices have evolved from the salons and drawing rooms of Jane Austen's Bath to the modern streets of Virginia Woolf's London and the rugged Highlands evoked in *Outlander*. We will study fiction, essays, ballads, and national tales by Jane Austen, Virginia Woolf, Lady Anne Barnard, and Christian Isobel Johnstone, alongside contemporary screen adaptations such as *Bridgerton* and *Outlander*. Through guided site visits in London, Bath, and Edinburgh, including literary homes, filming locations, and archives, students will analyze how women's roles, agency, and relationships are shaped by both narrative and place. This course offers a unique lens into the enduring power of women's storytelling across time through literary analysis, historical research, and creative reflection.

Course Level and Credit Hours

Undergraduate
3 credit hours

Prerequisite(s)

N/A

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Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

1. Interpret literary works by Jane Austen, Virginia Woolf, Lady Anne Barnard, and Christian Isobel Johnstone within their historical, cultural, and geographic contexts.
2. Compare the representation of women's roles, relationships, and agency in classic texts and their contemporary adaptations, including *Bridgerton* and *Outlander*.
3. Analyze how physical and social spaces, such as drawing rooms, palaces, and urban landscapes, shape women's voices and experiences in literature.
4. Communicate insights through critical writing, reflective journaling, and oral presentations that connect literary analysis with location-based learning.

Required Readings and Materials

Primary Texts:

- Jane Austen – *Persuasion* (set in Bath and naval social circles; later career work)
- Virginia Woolf – *Mrs. Dalloway* (set in post-WWI London, explores memory, gender, and class)
- Lady Anne Barnard – *Auld Robin Gray* (ballad) and excerpts from her letters/journals
- Christian Isobel Johnstone – *Clan-Albin: A National Tale* (selected chapters or excerpts)

Contemporary Adaptations & Pairings:

- Netflix's *Bridgerton* (selected episodes with focus on Queen Charlotte, marriage market, and Regency spectacle) with optional excerpts from *The Duke and I* by Julia Quinn
- Diana Gabaldon's *Outlander* (selected excerpts and episodes to pair with Barnard and Johnstone—Highland identity, romantic nationalism, female agency)

Supplemental:

- Scholarly essays on:
 - Women's roles in Regency and Edwardian England
 - Feminist literary theory/criticism
 - Historical fiction and national mythmaking

Assignments and Grades

LIST OF ASSIGNMENTS	Points	
Pre-departure reading response – (Pre-departure) A 500–700 word response paper analyzing key themes in one assigned text (<i>Persuasion</i> , <i>Mrs. Dalloway</i> , <i>Auld Robin</i> , or <i>Clan-Albin</i>) with attention to its historical and cultural context	100	
Location-Based Presentation (Outline due before departure; presentation on-site) – A short, 5–7-minute, on-site presentation connecting a key location (e.g., Bath, London, or Edinburgh) to a text or theme from the course.	100	
Daily Reflective Journal (On-site, 1–1.5 pages per day) - Informal daily journal entries reflecting on site visits, readings, and personal observations. Students will be encouraged to make connections between course themes and physical spaces.	100	

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Comparative Essay (Draft on-site, Final due after return) - A 1000–1200-word essay comparing a classic text (e.g., <i>Persuasion</i>) to a modern counterpart (e.g., <i>Bridgerton</i>), focusing on themes of gender, agency, or social change	200	
Field Trip Review (500–700 words; Due after return) - A focused review connecting a specific site visit (e.g., Austen Centre, Buckingham Palace) to the historical and literary portrayal of women's roles.	100	
Creative Writing Snapshot (On-site) - A 500–700-word creative reinterpretation of a scene, character, or setting from one of the classic texts, accompanied by a 150–200-word reflection on their creative choices. Drafted on-site.	100	
Final Research-Based Paper (Due four weeks after return) - A 1200–1500-word researched essay on a course-related topic developed in consultation with the instructor. Must integrate at least two primary texts and secondary scholarship.	200	
Attendance and General Participation	100	
TOTAL	1000	

Grading Scale

The following scale will be used to compute your grade.

Scale: 900-1000 = A
 800-899 = B
 700-799 = C
 600-699 = D
 <600 = F

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list, which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

- Day trip to Bath:
 - Jane Austen Centre
 - Film locales for *Bridgerton* such as Royal Crescent, Holburne Museum, and/or Bath Assembly Rooms
- London:
 - British Library or Women's Library
 - Buckingham Palace
 - Film locales for *Bridgerton* such as Ranger House, Old Royal Naval College, Hampton Court Palace, Halton House, and/or Osterly Park and House

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- Jane Austen's House in Chawton, Hampshire (Day trip)
- *Mrs. Dalloway* London Walking Tour
- Westminster Abbey and Poet's Corner
- Edinburgh:
 - Edinburgh Castle
 - Edinburgh Walking Tour
 - National Library of Scotland
 - Film locales for *Outlander*, such as Palace of Holyroodhouse, Bakehouse Close, Tweeddale Court, Craigmillar Castle, Signet Library, and/or World's End Tavern
 - Scottish Writers' Museum

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings, as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

Academic Integrity Policy

Plagiarism, generative AI, or other forms of academic dishonesty (see your campus student handbook for definitions) will not be tolerated. It will result in failing assignment grades or even a course grade of F. Violations of academic honesty will be reported back to the student's home campus.

Physical Expectations

The program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.



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Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student, or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.