**Hong Kong Shue Yan University**

**Department of English Language & Literature**

2nd term, 2019-2020

**Course Title** : Women’s Writing and Feminist Readings

**Course Code** : ENG 184

**Year of Study** : 1st & 2nd

**Number of Credits** : 3

**Duration in Weeks** : 15

**Contact Hours Per Week** :Lecture (2 Hours)

: Tutorial (1 Hour)

**Pre-requisite(s)** : NIL

**Prepared by** : Dr. Michelle Chan

**Course Aims**

This course aims to introduce students to the various ways of engaging literary texts from feminist perspectives. Taking literary texts (mostly fiction by established author such as Virginia Woolf, Margaret Atwood, Doris Lessing, Toni Morrison, etc) as a major site of political contestation, women have developed a tradition of readings and writings that contributes to multiple interpretations of modern culture. Topics of the course will include introduction to various feminist literary theories, representation of women in various cultural texts, and the traditions of women’s writings as evolved across cultures.

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| **Course Intended Learning Outcomes (ILOs)** |
| Upon completion of this course students should be able to: |
| **ILO1** | write about the main features of women’s writings in the late 19th to late 20th centuries. |
| **ILO2** | articulate the differences between female, feminine and feminist writings |
| **ILO3** | state critical modern feminist literary theories. |
| **ILO4** | grasp the different levels of meaning of the selected texts |
| **ILO5** | criticize literary texts from feminist perspectives. |
| **ILO6** | synthesize feminist reading strategies and everyday life practice. |
| **ILO7** | write critically on a specific issue or on a selected text. |

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| **Teaching and Learning Activities (TLAs)** |
| **TLA1** | Introduction of some essential feminist writings and movements |
| **TLA2** | Illustration of feminist literary theories and key concepts |
| **TLA3** | Analysis of the global view on female writings and feminism |
| **TLA4** | In-class critical reading and discussion of texts |
| **TLA5** | Critical analysis of texts with feminist literary theories |

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| **Assessment Tasks (ATs)** |
| **AT1** | Group Project *Students will be required to write a critical analysis of a movie on the subject of feminism in 1000 words.*  | 15% |
| **AT2** | Midterm Examination | 15% |
| **AT3** | Term Paper*Students will be required to write a critical analysis or a theoretical discussion of a selected topic in 1500 words.*  | 30% |
| **AT4** | Final Examination | 40% |
|  | TOTAL | 100% |

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| **Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks**  |
| **Course Intended Learning Outcomes** | **Teaching and Learning Activities** | **Assessment Tasks** |
| ILO1 | TLA2,3,5 | AT1,2,3,4 |
| ILO2 | TLA2,4,5 | AT3,4 |
| ILO3 | TLA1,2,3,4,5 | AT1,2,3,4 |
| ILO4 | TLA4,5 | AT2,3,4 |
| ILO5 | TLA4,5 | AT2,3,4 |
| ILO6 | TLA1,2,3 | AT1 |
| ILO7 | TLA5 | AT1,2,3,4 |

# Course Outline

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| 1. | Introduction to women’s writings and feminist literary theories | (1 week) |
| 2. | bell hooks, *Feminism is for Everybody* (excerpts)  | (1 week) |
| 3. | Domesticity and Women’s Role (Short Stories)“The Story of An Hour”, Kate Chopin“I Stand Here Ironing”, Tillie Olsen “Yellow Wallpaper”, Charlotte Gilman “Roselily”, Alice Walker | (2 weeks) |
| 4. | Race, Beauty, and Objectification (Short Stories)“Everyday Use”, Alice Walker “Mannequin”, Jean Rhys | (2 weeks) |
| 5. | Reading Week | (1 week)  |
| 6. | Women’s Independence *The Awakening*, Kate Chopin*Sula*, Toni Morrison  | (4 weeks) |
| 7. | Social Suppression and Womanhood *The Handmaid’s Tale*, Margaret Atwood | (3 weeks) |
| 8. | Reading Week  | (1 week) |

**Academic Honesty**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to College officials. Examples of prohibited behavior are:

* Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include:
* Copying or allowing another to copy a test, quiz, paper, or project
* Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor
* Turning in written assignments that are not your own work (including homework)
* Plagiarism – the act of representing the work of another as one’s own without giving credit.
	+ Failing to give credit for ideas and material taken from others
	+ Representing another’s artistic or scholarly work as one’s own
* Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive

**To comply with the University’s policy, the term paper has to be submitted to VeriGuide.**

**Resources**

Principal Texts

1. Chopin, Kate, *The Awakening,* Oxford: Oxford University Press,2000
2. Atwood,Margaret, *A Handmaid’s Tale*, London: Vintage, 2010
3. Morrison, Toni, *Sula*, London: Vintage, 1999

Supplementary Readings

Beer, Janet (ed.), *The Cambridge Companion to Kate Chopin*, Cambridge: Cambridge University Press, 2008

Belsey, Catherine & Moore, Jane (eds.), *The Feminist Reader: Essays in Gender and the Politics of Literary Theory*, London: Blackwell, 1997

Bryfonski, Dedria (ed.), *Women’s issues in Kate Chopin’s The Awakening*, Famington Hills, MI: Greenhaven, 2012

Chopin, Kate, *The Awakening: an authoritative text, biography, contexts, criticism, ed. By Margaret Culley*, New York: Norton, 1993

Eagleton, Mary (ed.), *Feminist Literary Theory: A Reader*, Malden, MA: Blackwell, 1995

Hooks, Bell, *Feminism is for everybody*, passionate politics (2nd edn.), New York: Routledge, 2014

Irigaray, Luce, *Speculum of the Other Woman*, Cornell University Press, 1985

Iyasere, Solomon O., and Iyasere, Marla W. (Eds), *Understanding Toni Morrison's Beloved and Sula: selected essays and criticisms of the works by the Nobel Prize-winning author*, Whitston Pub Co Inc, 1999

Mills, Sara & Pearce, Lynne (eds.), *Feminist Readings: An Introduction to Feminist Literature* (2nd edn.), Prentice Hall, 1996

Moi, Toril, *Textual/ Sexual Politics: Feminist Literary Theory*, London & New York: Routledge, 2002

Nelson, David E. (ed.), *Women's issues in Margaret Atwood's The handmaid's tale*, Detroit: Greenhaven Press, 2012

**Assessment Rubric for Group Project**

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|  | **Exemplary** | **Satisfactory** | **Developing/ Emerging** | **Unsatisfactory** |
| **Focus** | Presents an insightful and focused thesis statement. | Presents a thesis statement with adequate insight and focus. | Presents a thesis statement with minimal insight and focus. | Presents a thesis statement with no insight or focus. |
| Draws strong and clear connections between the thesis and significant related ideas. | Draws adequate connections between thesis and related ideas. | Draws insufficient connections between thesis and related ideas. | Shows no understanding of connections between thesis and related ideas. |
| **Organization** | Effectively provides a logical progression of related ideas and supporting information in the body of the paper. | Adequately provides a progression of ideas and supporting information in the body of the paper. | Provides a poorly organized progression of ideas and supporting information in the body of the paper.  | Does not provide a progression of ideas and supporting information in the body of the paper. |
| Effectively uses transitions to connect supporting information clearly. | Adequately uses transitions to connect supporting information. | Ineffectively uses transitions to connect supporting information. | Does not use transitions to connect supporting information. |
| Arrives at a well-documented, logical conclusion, involving critical thinking. | Arrives at an adequately-documented conclusion. | Arrives at an insufficiently documented conclusion. | Does not arrive at a documented conclusion. |
| **Support/ Elaboration** | Effectively synthesizes complex ideas from research sources. | Sufficiently synthesizes ideas from research sources. | Ineffectively synthesizes ideas from research sources. | No evidence of synthesizing ideas from research sources.  |
| Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Lacks supporting information clearly relevant to thesis and its related ideas. |
| Provides a meaningful presentation of multiple perspectives. | Provides an adequate presentation of multiple perspectives. | Provides a limited presentation of multiple perspectives. | Does not present multiple perspectives. |
| Effectively balances use of quotations and student paraphrasing. | Adequately balances use of quotations and student paraphrasing. | Insufficiently balances use of quotations and student paraphrasing. | Does not balance use of quotations and student paraphrasing. |
| **Style** | Exhibits skillful use of language, including effective word choice, clarity, and consistent voice. | Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice. | Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice. | Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.  |
| Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions. |
| **Conventions** | Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.  | Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations. |
| Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. |
| **Information Literacy** | Conscientiously and consistently demonstrates integrity in citing practices. | Generally demonstrates integrity in citing practices. | Inconsistently demonstrates integrity in citing practices. | Does not demonstrate integrity in citing practices. |
| Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.  | Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.  | Employs a limited variety of primary and secondary sources including an insufficient amount of current information. | Does not employ a variety of primary and secondary sources and/or does not include current information. |
| Demonstrates strong evaluation skills in determining resource credibility and reliability. | Demonstrates sufficient evaluation skills in determining resource credibility and reliability. | Demonstrates limited evaluation skills in determining resource credibility and reliability. | Demonstrates no evaluation skills to determine resource credibility and reliability. |

**Assessment Rubric for Term Paper**

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|  | **Exemplary** | **Satisfactory** | **Developing/ Emerging** | **Unsatisfactory** |
| **Focus** | Presents an insightful and focused thesis statement. | Presents a thesis statement with adequate insight and focus. | Presents a thesis statement with minimal insight and focus. | Presents a thesis statement with no insight or focus. |
| Draws strong and clear connections between the thesis and significant related ideas. | Draws adequate connections between thesis and related ideas. | Draws insufficient connections between thesis and related ideas. | Shows no understanding of connections between thesis and related ideas. |
| **Organization** | Effectively provides a logical progression of related ideas and supporting information in the body of the paper. | Adequately provides a progression of ideas and supporting information in the body of the paper. | Provides a poorly organized progression of ideas and supporting information in the body of the paper.  | Does not provide a progression of ideas and supporting information in the body of the paper. |
| Effectively uses transitions to connect supporting information clearly. | Adequately uses transitions to connect supporting information. | Ineffectively uses transitions to connect supporting information. | Does not use transitions to connect supporting information. |
| Arrives at a well-documented, logical conclusion, involving critical thinking. | Arrives at an adequately-documented conclusion. | Arrives at an insufficiently documented conclusion. | Does not arrive at a documented conclusion. |
| **Support/ Elaboration** | Effectively synthesizes complex ideas from research sources. | Sufficiently synthesizes ideas from research sources. | Ineffectively synthesizes ideas from research sources. | No evidence of synthesizing ideas from research sources.  |
| Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Lacks supporting information clearly relevant to thesis and its related ideas. |
| Provides a meaningful presentation of multiple perspectives. | Provides an adequate presentation of multiple perspectives. | Provides a limited presentation of multiple perspectives. | Does not present multiple perspectives. |
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| Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions. |
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| Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. |
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| Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.  | Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.  | Employs a limited variety of primary and secondary sources including an insufficient amount of current information. | Does not employ a variety of primary and secondary sources and/or does not include current information. |
| Demonstrates strong evaluation skills in determining resource credibility and reliability. | Demonstrates sufficient evaluation skills in determining resource credibility and reliability. | Demonstrates limited evaluation skills in determining resource credibility and reliability. | Demonstrates no evaluation skills to determine resource credibility and reliability. |