



Course description:

This course will examine a variety of feminist theories from the Middle Ages to the 20th Century. The class will focus on central and recurring debates within feminist theory and practice: debates between essentialism and social constructionalism; between liberal reformism and radical transformation; between the politics of sameness, and the politics of difference. The interaction of race/ ethnicity and class with the category of gender will also offer a central analytic strand throughout the course.

Aims of the course:

This module aims to acquaint students with the main critical theories and to develop a coherent context of the critical perspectives' speculations on the definition of literature, literary production and the purpose of literary writing.

Intended Learning Outcomes: (ILOs)

A. Knowledge and Understanding

1. Students will be able to articulate the broader ways in which literary theory applies to their own culture, global culture, and their own lives;
2. Students will demonstrate through written work and in-class comments their ability to apply feminist theories to works of literature.

A1. Concepts and Theories:

This module is a survey of the main trends in feminist literary theory. Lectures will start by providing a brief historical background of feminist literary theory and its development in order to prepare the students for the present literary movements with which they will engage for the rest of the semester duration.

A2. Contemporary Trends, Problems and Research:

Students will be introduced to:

1. the feminist literary theory
2. movement towards skepticism and dissidence both in culture and literary production
3. Conflicts of power-relations such as child/adult, master/slave, subject/authority, and man/ woman.

A3. Professional Responsibility:



The communicative and analytical skills this module offers will help the students recognise and develop the competencies that are sought after within the workplace

B. Subject-specific skills

4. students will be equipped with critical ideas that will help them become more skilful and confident readers of texts in and beyond this period
5. Students will be encouraged to read texts in a number of contexts such as the political class conflicts, changing gender roles, ideas of nation and empire and the psychological representations repressed desires, conflict and power relations, dreams etc.,.

B1. Problem solving skills:

This module will equip students with critical and analytical skills they need to successfully read and evaluate literary texts

B2. Modeling and Design:

The module will be delivered through seminars and presentations of the selected material. The teaching process will include close reading as well as contextualizing texts within their historical and cultural milieus.

B3. Application of Methods and Tools:

Students will acquire the critical and analytical ability and the literary and formal tools which they can apply on the chosen texts in order to evaluate and interpret them in a properly academic way.

C. Critical-Thinking Skills

Class discussions aim to develop students' skills in close reading and critical thinking by means of applying analytical skills to a variety of texts.

C1. Analytic skills: the module will enhance students' analytical skills through group discussion and individual presentations that will broaden their analytical scope and increase their critical confidence

C2. Strategic Thinking:

The theoretical and formal knowledge in this module will help students to provide coherent verbal and written analyses of the literary texts they read.

C3. Creative thinking and innovation:

Students will be advised as well as encouraged to share and trust in their subjective impressions of literary texts. The tutor will then utilize these subjective impressions in introducing academic critical thinking.

D. General and Transferable Skills (other skills relevant to employability and personal development)



Employability skills will include the need to work independently to distinguish students' unique creative abilities, and also in a team as the module will require group discussion to synthesize and link the information to a modern context.

D1. Communication:

Individual and group activities will help students formulate coherent arguments in a professional manner and to articulate and communicate these arguments in written and verbal form.

D2. Teamwork and Leadership:

Students' will be assigned to perform presentations that will not only develop their verbal abilities, but will enhance their other skills like leadership and persuasive skills simultaneously

References:

A. Main Textbook:

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. London: Garland Inc., 2006.

B. Supplementary Textbook(s):

Gruin L. Wilfred. *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press, 2005.

Assessment Methods:

Methods	Grade	Date
Mid Exam		
Participation and Term Paper		
Final Exam		



Course structures:

Week	Credit Hours	ILOs	Topics	Teaching Procedure	Assessment methods
One		A1	Introductory Lecture What is Femimism	Seminar lectures-	Group discussions- individual presentation- written assignments and exams
Two		A,B,C, D 1,2,4	Femimism and Literatutre		
Three		A,B,C, D 1,2,4	Femimism in the 20 th Century		
Four		A,B,C, D 1,2,4	History of Femimism First, second wave		
Five		A,B,C, D 1,2,4	History of Femimism Third and fourth wave		
Six		A,B,C, D 1,2,4	Standpoint and post- Femimism		
Seven and eight		A,B,C, D 1,2,4	Femimist reading of different literary text		
Nine		A,B,C, D 1,2,4	Femimist reading of different literary text		
Ten		A,B,C, D 1,2,4	Femimist reading of different literary text		
Eleven		A,B,C, D 1,2,4	Femimist reading of different literary text		
Twelve		A,B,C, D 1,2,4	Femimist reading of different literary text		
Thirteen		A,B,C, D 1,2,4	Femimist reading of different literary text		
Fourteen		A,B,C, D 1,2,4	Presentations of research papers		
Fifteen		A,B,C, D 1,2,4	Final Exam		