Course Syllabus

1	Course title	Feminist Theory in English Literature
2	Course number	2201720
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	
5	Program title	Master`s Degree in English Literature
6	Program code	220
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Course level	Graduate
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Delivery method	☑Face to Face learning ☐Blended ☐Fully online
16	Electronic platform(s)	☑E - Learning ☐Microsoft Teams ☐Skype☐ Zoom ☐Others…………
17	Issuing/Revision Date	December, 2023

18 Course Coordinator

Name:
Office number:
Phone number:
Email:

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

20 Course Description:

This course provides an in-depth overview and analysis of the most important schools of thought and issues in feminist philosophies with emphasis on various feminist theoretical debates through the study of Anglo-American, French, Womanish, Third-World, and international feminist theories. It critically explores readings from early feminist writers, second-generation feminist writers, and contemporary feminist and deconstructionist theorists. It also considers the contributions of women writers from different parts of the world and the diverse experiences of women, focusing on the ways gender, race, ethnicity, class, and region come to interact to shape women's lives.

21 Course aims and outcomes:

Aims: Program learning out comes (PLO`s)

At the successful completion of the Master Program in English Literature the student should be able to:

1- Apply critical approaches, theories and methodologies to literary texts belonging to different literary periods.
2- Analyze and discuss the salient features of literary texts from a broad range of English and American literary periods.
3- Explain and discuss the functions of texts in relation to different historical, social, and political contexts.
4- Examine literary texts in a way that reflects insight into the distinctive historical, traditional and social situatedness of English literature as an academic discipline.
5- Employ knowledge of literary traditions to produce imaginative writing, demonstrating interpretive and analytical skills and the ability to close-read.
6- Apply critical and creative thinking to evaluate literature and improve practice in English studies, applying sound judgment in professional and personal situations.
7- Prepare and deliver specialized professional-level seminar, work efficiently both independently and as part of a team, collaborate with other, demonstrating commitment to social and professional responsibilities
8- Design, execute, interpret, and critique research in the specialization, and write master's theses or reports to professional standards equivalent to the quality of publishable papers. (Design and conduct linguistic research, interpret its results, demonstrating the ability to write a master's thesis proficiently and produce professionally publishable reports. Work efficiently both independently and/or as part of a team, committing to social and professional responsibilities).
9- Demonstrate an interest in learning and continuous professional growth, utilize information and data technology to develop his capabilities, knowledge, and skills. Express a commitment to acquiring and generating new knowledge and analyze and investigate issues related to English literature.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Develop a comprehensive understanding of the major schools of thought and issues in feminist philosophies, with a focus on Anglo-American, French, Womanish, Third-World, and international feminist theories.	X	X				X		X					X							X
2	Engage in critical analysis of feminist theoretical debates, examining key issues and	X	X		X																

	controversies within feminist discourse from early feminist writers to contemporary feminist and deconstructionist theorists.								X			X						X
3	Explore and analyze readings from early feminist writers, second-generation feminist writers, and contemporary feminist and deconstructionist theorists, gaining insight into the evolution of feminist thought.	X	X			X		X				X	X					
4	Conduct an intersectional analysis of women's experiences, focusing on the ways gender, race, ethnicity, class, and region interact to shape women's lives, and examining the contributions of women writers from different parts of the world.		X			X		X	X			X	X	X		X			X
5	Evaluate the contributions of women writers and feminist theorists to the broader feminist discourse, considering the impact of their work on the understanding of gender issues nationally and globally.		X		X	X			X			X	X	X		X			X
6	Develop ethical and professional awareness in feminist scholarship, understanding the responsibilities of future academics and researchers and applying ethical considerations to the study and practice of feminist theories.		X	X			X		X	X		X		X		X			X

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Introduction to Feminist Philosophies: Overview of FeminismDefinition and historical context. key themes and objectives	1,2,6	Face-to-face meeting	In-class tasks	Main textbook
	1.2	Founding Figures in Feminism: Exploration of early feminist thinkers.	1,2,6	Face-to-face meeting	In-class tasks	Main textbook
	1.3	Evolution of Feminist Perspectives: Discussion on the evolution of feminist thought and different waves of feminism.	1,2,6	Face-to-face meeting	In-class tasks	Main textbook
2	2.1	First-Wave Feminism: In-depth study of the first wave, focusing on suffrage and legal rights. Exploration of key texts by early feminist writers and the social and political context of the time.	1,2,3	Face-to-face meeting	In-class tasks	Main textbook
	2.2	Key Debates in Early Feminism:	1,2,3	Face-to-face meeting	In-class tasks	Main textbook

		Analysis of debates within early feminism, such as the suffrage movement's approach to race.				
	2.3	Legacy of Early Feminist Thought: Examination of how early feminist thought laid the groundwork for subsequent movements.	1,2,3	Face-to-face meeting	In-class tasks + Assignments	Main textbook
3	3.1	Second-Wave Feminism: Introduction and exploration of key figures and the cultural social changes that influenced second-wave feminism.	1,2,3	Face-to-face meeting	In-class tasks	Main textbook
	3.2	Expanding the Feminist Agenda: Discussion on the expansion of feminist goals.	2,3,5,6	Face-to-face meeting	In-class tasks	Main textbook
	3.3	Challenges and Critiques within Second-Wave Feminism	2,3,4	Face-to-face meeting	In-class tasks	Main textbook
4	4.1	Emergence of Third-Wave Feminism: Introduction and exploration of key figures like bell hooks and Judith Butler.	1,2,3	Face-to-face meeting	In-class tasks	Main textbook

	4.2	Overview of deconstructionist approaches within feminist theory.	3,4,5,6	Face-to-face meeting	In-class tasks	Main textbook
	4.3	Examination of poststructuralist thinkers like Jacques Derrida and their influence on feminist thought.	3,4,5,6	Face-to-face meeting	In-class tasks	Main textbook
5	5.1	Intersectionality and Feminist Discourse: In-depth study of how gender intersects with race, class, and other factors.	3,4,5,6	Face-to-face meeting	In-class tasks	Main textbook
	5.2	Introduction to the application of feminist theories in literary analysis.	6,	Face-to-face meeting	In-class tasks	Main textbook
	5.3	Exploration of different feminist literary approaches, such as gynocriticism and feminist narratology.	5, 6	Face-to-face meeting	In-class tasks	Main textbook
6	6.1	Case Studies in Feminist Literary Analysis: In-depth examination of specific literary works through a feminist lens.	5, 6	Face-to-face meeting	In-class tasks	Main textbook
	6.2	Application of feminist theories to explore the representation of gender, power	5, 6	Face-to-face meeting	In-class tasks	Main textbook

		dynamics, and identity in literature.				
	6.3	Feminist Analysis of Chosen Texts	5, 6	Face-to-face meeting	Practical application of feminist literary analysis by students.	Main textbook
7	7.1	Feminist Analysis of Chosen Texts	5, 6	Face-to-face meeting	Practical application of feminist literary analysis by students.	Main textbook
	7.2	Feminist Analysis of Chosen Texts: Group discussion and peer feedback	5, 6	Face-to-face meeting	Group discussion and peer feedback on the application of feminist theories to selected literary texts.	Main textbook
	7.3	Global Perspectives in Feminist Theory	5, 6	Face-to-face meeting	Reading a handout.	Main textbook
8	8.1	Synthesis of feminist perspectives from various cultural and geographical contexts.	1,2,3,4,5,6	Face-to-face meeting	In-class tasks	Maintextbook
	8.2	**Midterm Exam**				
	8.3	Womanist and Third-World Feminist Theories	1,6	Face-to-face meeting	In-class tasks	Maintextbook
9	9.1	Ethics in Feminist Scholarship: Consideration of	3	Face-to-face meeting	In-class tasks	Main textbook

		ethical considerations			
	9.2	Examination of the ethical and social responsibilities of feminist scholars.	3	Face-to-face meeting In-class tasks	Main textbook
	9.3	Case Studies: Ethical Dilemmas in Feminist Scholarship	3	Face-to-face meeting	Group discussion on potential solutions and ethical decision-making. Main textbook
10	10.1	Literary Contributions of Women Writers: Analysis of the ways women's voices have shaped literature	1,5	Face-to-face meeting In-class tasks	Main textbook
	10.2	Feminist themes in women's literature written by women.	1,5	Face-to-face meeting In-class tasks	Main textbook
	10.3	Analysis of the role of women's literature in advancing feminist discourse.	5, 6	Face-to-face meeting	Reading a paper on the role of women's literature. Main textbook
11	11.1	Revisiting Kimberle` Crenshaw's "Mapping the Margins"	2, 4	Face-to-face meeting In-class tasks	Main textbook
	11.2	Case Studies: Applying Intersectionality	2, 4	Face-to-face meeting	Application of intersectionality to contemporary issues. Main textbook
	11.3	Feminist Perspectives on Colonial Discourses	1,6	Face-to-face meeting In-class tasks	Main textbook

12	12.1	Postcolonial Feminism: Examination of how postcolonial feminists navigate issues of identity, power, and resistance.	1,6	Face-to-face meeting	In-class tasks	Main textbook
	12.2	Decolonizing Feminist Thought	1,6	Face-to-face meeting	In-class tasks	Main textbook
	12.3	The importance of decolonizing methodologies in research.	1,6	Face-to-face meeting	In-class tasks	Main textbook
13	13.1	Gender in Literature - Representation and Critique	1,3	Face-to-face meeting	In-class tasks	Main textbook
	13.2	Analysis of stereotypes, archetypes, and evolving representations of gender.	1,3	Face-to-face meeting	In-class tasks	Main textbook
	13.3	Discussion on how feminist perspectives challenge traditional gender roles in literature.	1,3	Face-to-face meeting	In-class tasks	Main textbook
14	14.1	Review of Key Feminist Concepts: Comprehensive review.	1-6	Face-to-face meeting	In-class tasks	Main textbook
	14.2	Final Projects and Reflections	1-6	Face-to-face meeting	Presentations	Main textbook
	14.3	Discussion on the continued relevance and future directions	1-6	Face-to-face meeting	Presentations	Main textbook

			1-6	Face-to-face meeting	Discussion	Main textbook
		of feminist scholarship.				
15	15.1	Revision	1-6	Face-to-face meeting	Discussion	Main textbook
	15.2	Revision	1-6	Face-to-face meeting	Discussion	Main textbook
	15.3	Revision	1-6	Face-to-face meeting	Discussion	Main textbook

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include**: 1. quizzes 2. assignments 3. Midterm4. Project5. case studies 6. presentation 7. filed study 8. term papers 9. student portfolio10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Course Learning outcome	Period (Week)	Platform
Assignments &Participation	10	1. Critical analysis of key issues and controversies within feminist discourse. 2. The evolution of feminist thought. 3. Application of ethical considerations to the study and practice of feminist theories.	1-8	1-14	Microsoft Team+ E-Learning + On Campus
Presentation	10	All topics	1-8	1-14	
Project	10	All topics	1-8	1-14	
Midterm Exam	30	1. Comprehensive Understanding of Feminist Philosophies 2. Overview of Major	1-5	1-7	On campus

		Schools of Thought and Historical Context 3.Critical Analysis of Feminist Theoretical Debates.				
Final Exam	40	1.Key Feminist Concepts and philosophies. 2. Conducting and evaluating intersectional analysis. 3. Synthesis and application of Feminist theories.	1-8		1-14	On campus

Rubric for presentation tasks:

Criteria	10	8	6	4	2-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact,	Maintains eye contact	Maintains eye contact, reads	Occasional eye contact, mostly	No eye contact is made, reads from

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	doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	reads from notes, speaks quietly and mispronounces.	notes, a lot of mumbling and mispronunciation, and speaks quietly.
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

24 Course Requirements

Students should have the required resource. They also a computer, internet connection, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and submitting assignments on time:

As per the University Regulations.

C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations

E- Grading policy:

As explained above in 23.

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

1. Hooks, B. (2000). *Feminism Is for Everybody: Passionate Politics*. South End Press.
2. Crenshaw, K. (1991). *Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color*. Journal: Stanford Law Review, 43(6), 1241-1299.
3. Butler, J. (1990). Gender Trouble: Feminism and the Subversion of Identity. Routledge.
4. Mohanty, C. T. (1988). *Under Western Eyes: Feminist Scholarship and Colonial Discourses.* Journal: Feminist Review, 30, 61-88.
5. Dde Beauvoir, S. (1949). *The Second Sex*. Knopf.
6. Chandra TalpadeMohanty, A. R. (Ed.). (2003). *Feminist Genealogies, Colonial Legacies, Democratic Futures.* Routledge.
7. Crenshaw, K. (1989). *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*. Journal: University of Chicago Legal Forum, 1989(1), 139-167.
8. Lorde, A. (1984). *Sister Outsider: Essays and Speeches*. Crossing Press.

27 Additional information:

Name of Course Coordinator: --------------------------------Signature: ----------------- Date: ------------

Head of Curriculum Committee/Department: --------------------------- Signature: ------------------------

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Head of Department: --- Signature: ----------------------

Head of Curriculum Committee/Faculty: --------------------------------------- Signature: -------------------

Dean: --- Signature: ---