



# ENGL306

## Feminism and Literature

S1 Day 2017

*Dept of English*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Stephanie Russo

[stephanie.russo@mq.edu.au](mailto:stephanie.russo@mq.edu.au)

W6A Room 623

By appt

Credit points

3

Prerequisites

6cp in ENGL units at 200 level or admission to GDipArts

Corequisites

Co-badged status

Unit description

This unit introduces students to the two terms in the unit title, and investigates the relationships between feminism and literature. Definitions are explored across a variety of English, American and Australian texts from different genres. As well as being an introduction to feminist literary criticism, this unit introduces students to lesser known writings by women, which precede and follow developments in feminist literary criticism. In this way it is part of the recovery of women's writing. The unit also considers the relationships between readers and texts, and focuses on our experiences of reading these texts. Throughout the unit different kinds of feminist analysis are also presented and discussed so that at the end students should have an understanding of the parameters of feminist discourse, where they have come from and where they are now. Central issues considered in relation to feminism and literature include: individualism, politics, history, society, authorship, genre and canons.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term

Engage in scholarly research and analysis of literary texts

Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts  
Engage in a comparative analysis across a broad range of texts and historical contexts  
Display advanced written skills, and an ability to argue and support a critical point of view

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">First Essay</a>	25%	No	Wednesday 19 April 2017
<a href="#">Reflection Statement</a>	10%	No	Sunday 26 May 2017
<a href="#">Final essay</a>	45%	No	Sunday 11 June 2017
<a href="#">Tutorial participation</a>	20%	No	every week of session

### First Essay

Due: **Wednesday 19 April 2017**

Weighting: **25%**

Essay on two selected texts (2000 words)

On successful completion you will be able to:

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

### Reflection Statement

Due: **Sunday 26 May 2017**

Weighting: **10%**

Reflection on feedback from First Essay/Plan for Final Essay (500 words)

On successful completion you will be able to:

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term

- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts

## Final essay

Due: **Sunday 11 June 2017**

Weighting: **45%**

Essay on three selected texts (2500 words)

On successful completion you will be able to:

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Tutorial participation

Due: **every week of session**

Weighting: **20%**

Tutorial attendance, preparation and participation

On successful completion you will be able to:

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Delivery and Resources

Online units can be accessed at: <https://ilearn.mq.edu.au/login/MQ/>

Students must consult the unit's iLearn site for details of required and recommended texts.

Students are expected to attend one lecture each week and one tutorial (see schedule and explanation iLearn site). Attendance at lectures is expected; attendance at tutorials is compulsory, in order to remain eligible to pass the unit. Lectures are recorded and will be available through the Echo 360 system.

For further details, see the details on iLearn.

## Unit Schedule

See details on iLearn

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

### Assessment tasks

- First Essay
- Reflection Statement
- Final essay

- Tutorial participation

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
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### Assessment tasks

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## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
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## Assessment tasks

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## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Assessment tasks

- First Essay
- Reflection Statement
- Final essay
- Tutorial participation

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:



## Learning outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
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## Assessment tasks

- First Essay
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## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
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## Assessment tasks

- First Essay
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- Final essay
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## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Engage in scholarly research and analysis of literary texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

### Assessment tasks

- First Essay
- Reflection Statement
- Final essay
- Tutorial participation

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

### Assessment tasks

- First Essay
- Reflection Statement

- Final essay
- Tutorial participation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts

### Assessment tasks

- First Essay
- Reflection Statement
- Final essay
- Tutorial participation

## Changes from Previous Offering

Unit substantially rewritten from previous offering, including new texts, revised unit schedule, and new assessment schedule.