

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2015 / 2016**

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**Part I Course Overview**

**Course Title:** Sexualities, Desire, and the Body in Modern British Literature

**Course Code:** EN6516

**Course Duration:** 1 Semester

**Credit Units:** 3 credits

**Level:** P6

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

This course aims to deepen students' understanding of the changing depictions of sexuality and desire in modern British literature in relation to key topics including cosmopolitanism, domesticity, mass culture, obscenity, conservatism, homosexuality, feminism, and gender. The course will enhance students' understanding of the literary and historical contexts of modern British literature by introducing them to an array of texts from E.M. Forster, James Joyce, Virginia Woolf, D.H. Lawrence, and Evelyn Waugh. It aims to draw attention to and interrogate the correlation between the revolutionary portrayals of sex and the body in British literature from 1901-1945 and the intellectual and aesthetic innovations that define the modernist period.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify key writers, themes, and genres of the modernist period.		X		
2.	Describe the changes in portrayals of sexualities and desire in literature from the first half of the twentieth century, and connect these changes to key historical, political, and aesthetic contexts.		X	X	
3.	Analyse an array of literary texts in the context of recent critical work in the areas of modernist studies, gender studies, queer theory, psychoanalysis, and medical humanities.		X	X	X
4.	Understand and evaluate the writers' contributions to the development of modern British literature, and, specifically, to the development of new social understandings of sex, desire, and the body.		X	X	X
		100%			

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
<b>Lectures</b>	Lectures will introduce the concepts and topics to be discussed in class.	X	X	X	X			
<b>Seminar discussion and reading analysis</b>	Students are expected to participate actively in class discussions.	X	X	X	X			
<b>Essay Writing</b>	Students will demonstrate their understanding of the topics through two written essays.	X	X	X	X			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
<b>Formative Essay</b> Students will submit one essay of approximately 1500 words that will form the basis of a longer final essay.	X	X	X	X			25%	
<b>Final Essay</b> Building upon the research, writing, and feedback from the Formative Essay, students will write a substantial research essay of approximately 4000 words.	X	X	X	X			75%	
							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
<b>Essays</b>	<b>Analysis</b>	The essay is exceptionally well-researched and the analysis of the primary text(s) and historical or other critical contexts is outstanding;	The essay is well-researched and the analysis of the primary text(s) and historical or other critical contexts is strong;	There are some moderate concerns with the research and the analysis of the primary text(s) and historical or other critical contexts;	There are some significant concerns with the research and the analysis of the primary text(s) and historical or other critical contexts;	The analysis of the primary text(s) and historical or other critical contexts is deeply flawed;
	<b>Interpretation</b>	There is intelligent understanding of themes in the texts and the broader correlation to modernist portrayals of desire and the body	There is clear understanding of themes in the texts and the broader correlation to modernist portrayals of desire and the body;	There is some understanding of themes in the texts and the broader correlation to modernist portrayals of desire and the body;	There is minimal understanding of themes in the texts and the broader correlation to modernist portrayals of desire and the body;	There is minimal understanding of themes in the texts and the broader correlation to modernist portrayals of desire and the body;
	<b>Purpose</b>	The purpose of analysing and presenting the material is completely achieved;	The purpose of analysing and presenting the material is completely achieved;	The purpose of analysing and presenting the material is achieved;	The purpose of analysing and presenting the material is not fully achieved;	The purpose of analysing and presenting the material is not achieved in any way;
	<b>Style</b>	Style and tone are highly appropriate.	Style and tone are appropriate.	Style and tone are somewhat appropriate.	Style and tone are somewhat inappropriate.	Style and tone are completely inappropriate.

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

Modernism, cosmopolitanism, domesticity, mass culture, politics, homosexuality, feminism, masculinity, politics, and aesthetics

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	E.M. Forster, <i>A Room with a View</i> (1908)
2.	James Joyce, <i>A Portrait of the Artist as a Young Man</i> (1916)
3.	Virginia Woolf, <i>To the Lighthouse</i> (1927)
4.	D.H. Lawrence, <i>Lady Chatterley's Lover</i> (1928)
5.	Evelyn Waugh, <i>Brideshead Revisited</i> (1945)

**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Bradbury, Malcolm (ed.), <i>Modernism: A Guide to European Literature, 1890-1930</i> (London: Penguin,
2.	Bowlby, Rachel, <i>Freudian Mythologies: Greek Tragedy and Modern Identities</i> (Oxford: OUP, 2007).
3.	Bristow, Joseph, <i>Effeminate England: Homoerotic Writing after 1885</i> (Buckingham: Open UP, 1995).
4.	Butler, Judith, <i>Gender Trouble: Feminism and the Subversion of Identity</i> (London: Routledge, 2006).
5.	_____, <i>Undoing Gender</i> (London: Routledge, 2004).
6.	Childs, Peter, <i>Modernism: The New Critical Idiom</i> (London: Routledge, 2007).
7.	Dellamora, Richard, <i>Apocalyptic Overtures: Sexual Politics and the Sense of an Ending</i> (New Brunswick: Rutgers UP, 1994).
8.	Edelman, Lee, <i>No Future: Queer Theory and the Death Drive</i> (London: Duke UP, 2004).
9.	Freud, Sigmund, <i>The Freud Reader</i> , ed. by Peter Gay, (London: Vintage, 1995).
10.	Gilbert, Geoff, <i>Before Modernism Was: Modern History and the Constituency of</i>

	<i>Writing</i> (Basingstoke: Palgrave Macmillan, 2004).
11.	Gilbert, Sandra & Susan Gubar, <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination</i> , 2 <sup>nd</sup> Edition (1979; repr. London: Yale UP, 2000).
12.	Greer, Germaine, <i>The Boy</i> (London: Thames & Hudson, 2003).
13.	Halberstam, Judith, <i>Female Masculinity: Feminism and the Subversion of Identity</i> (New York: Duke UP, 1998).
14.	Hargreaves, Tracy, <i>Androgyny in Modern Literature</i> (Basingstoke: Palgrave Macmillan, 2005).
15.	Levenson, Michael (ed.), <i>The Cambridge Companion to Modernism</i> (Cambridge: CUP, 2011).
16.	Mullin, Katherine, <i>James Joyce, Sexuality and Social Purity</i> (Cambridge: CUP, 2007).
17.	Millett, Kate, <i>Sexual Politics</i> (New York: Virago, 1977).
18.	Moers, Ellen, <i>Literary Women</i> (1976; repr. London: Women's Press, 1978).
19.	Nicholls, Peter, <i>Modernisms: A Literary Guide</i> (Basingstoke: Palgrave Macmillan, 2008).
20.	Nicholson, Juliet, <i>The Great Silence: 1918-1920 Living in the Shadow of the Great War</i> (London: John Murray, 2009).
21.	Parsons, Deborah, <i>Streetwalking the Metropolis: Women, the City, and Modernity</i> (Oxford: OUP, 2000).
22.	Rosner, Victoria, <i>Modernism and the Architecture of Private Life</i> (New York: Columbia UP, 2005). Sedgwick, Eve Kosofsky, <i>Between Men: English Literature and Male Homosocial Desire</i> , revised ed.
23.	_____, <i>Epistemology of the Closet</i> , 2 <sup>nd</sup> revised ed. (New York: U of California P, 2008).
24.	Showalter, Elaine, <i>The Female Malady: Women, Madness, and English Culture, 1830-1980</i> (New York: Virago, 1987).
25.	Sontag, Susan, 'Notes on Camp', in <i>Against Interpretation</i> (New York: Octagon, 1978), pp. 275-292.
26.	Stevens, Hugh, and Caroline Howlett (eds) <i>Modernist Sexualities</i> (Manchester: Manchester UP, 2011).
27.	Weeks, Jeffrey, and Matthew Waites (eds) <i>Sexualities and Society: A Reader</i> (Cambridge: Polity, 2003).