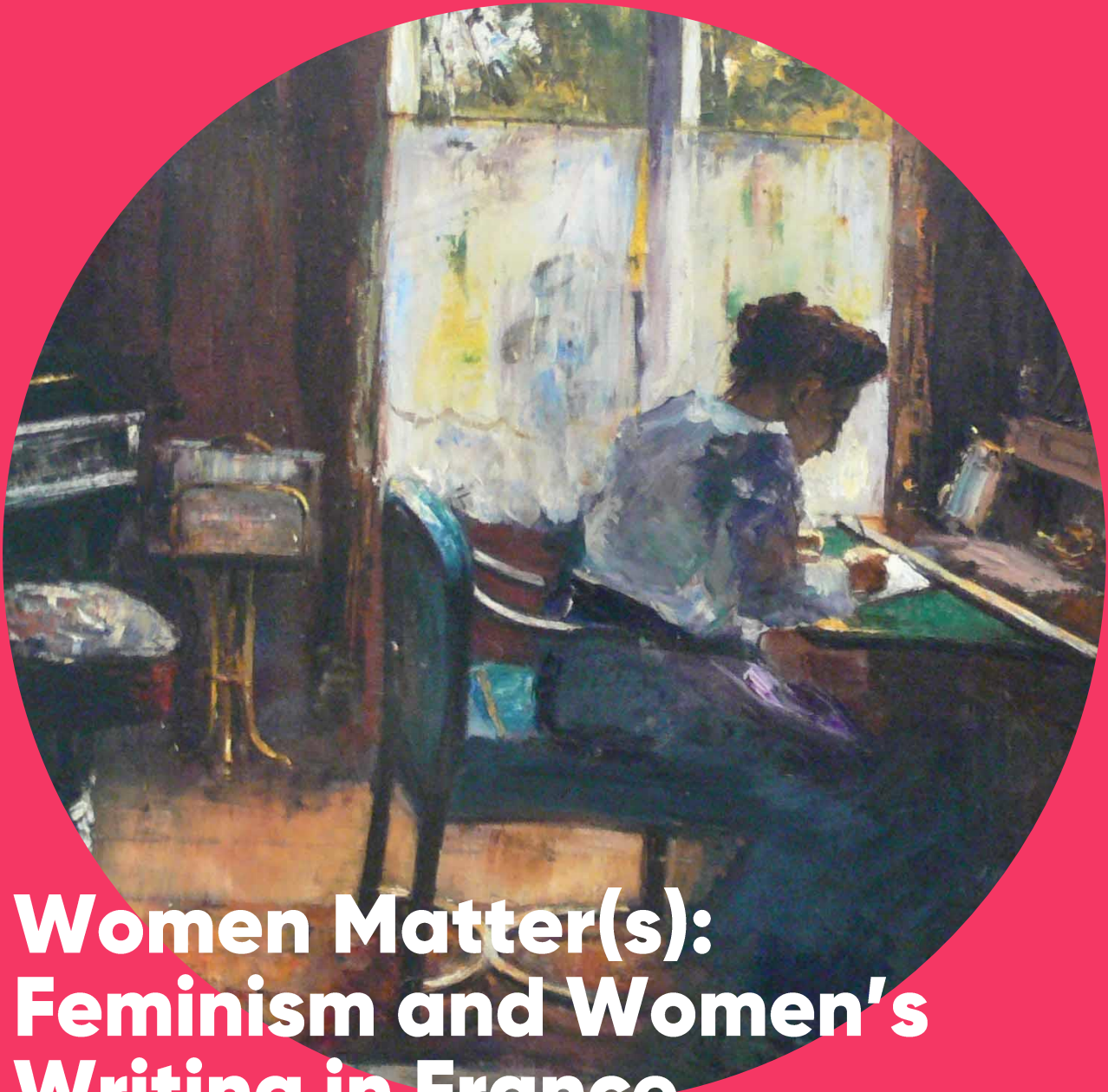


**The
Scholars
Programme**

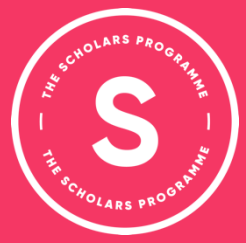


**Women Matter(s):
Feminism and Women's
Writing in France**
Key Stage 5 Programme

Pupil Name

Handbook
Designed by

Sandra Daroczi



Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1 (Launch Trip)			
2			
3			
4			
5			
6 (Draft assignment feedback)			
7 (Final assignment feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline assessment	
Tutorial 2		
Tutorial 3		
Tutorial 4		
Tutorial 5	Draft assignment	
Tutorial 6	Final assignment	14 March 2018

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 14 March 2018	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

KS5 Programme – Pupil Feedback Report

Grade	Marks	What this means
1 st	70+	Performing to an excellent standard undergraduate level
2:1	60-69	Performing to a good standard at undergraduate level
2:2	50-59	Performing to an excellent standard at A-level
3 rd	40-49	Performing to a good standard at A-level
Working towards a pass	0-39	Performing below a good standard at A-level
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness

Any lateness	10 marks deducted
--------------	-------------------

Plagiarism

Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Name of PhD Tutor	Sandra Daroczi		
Title of Assignment	Feminism and Women's Writing. 2,500 words.		
Name of Pupil			
Name of School			
ORIGINAL MARK / 100		FINAL MARK / 100	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the PhD tutor should give an explanation in this section:

Addressing the question + Using evidence

What you did in relation to this Key Learning Priority	How you could improve in the future
--	-------------------------------------

Developing an argument + Critical evaluation

What you did in relation to this Key Learning Priority	How you could improve in the future
--	-------------------------------------

Structuring + Use of language

What you did in relation to this Key Learning Priority	How you could improve in the future
--	-------------------------------------

Resilience Comment

How you showed learning resilience during the course	How you could build learning resilience in the future
--	---

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Course Rationale

To what extent can we connect women's writing to feminism? What are the possible dangers of conflating the two?

This course has a two-fold aim: to introduce students to the development of feminism in France, and to encourage them to analyse texts written by women, in French. We will start off with a brief history of feminism in France, analysing a variety of sources (newspaper articles, photographs, slogans etc.) and building a comprehensible timeline of events. We will also go back in history, to ask if feminism is new, before turning towards Simone de Beauvoir's seminal work *Le Deuxième Sexe* (1949) and her famous assertion that 'one is not born a woman'. The final tutorials will focus on specific works written by French women writers, analysing their approach to contemporary issues (women's invisibility, societal norms about women's duties, post-colonialism etc.). We will try to approach these texts in their original form, but translations will also be provided where necessary. The final essay-based assignment will ask students to comparatively analyse two texts studied during the tutorials and to establish to what extent they engage with feminist issues discussed.

Mark Scheme Table

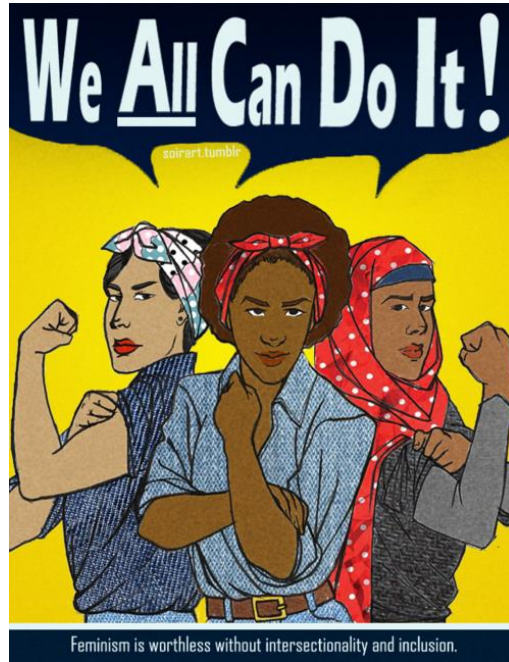
Skills	1 st (70-100)	2:1 (60-69)	2:2 (50-59)
Knowledge and Understanding	<ul style="list-style-type: none"> ○ <u>All</u> content used is relevant to the topic and to the specific question/title ○ <u>Thorough</u> understanding of <u>all</u> the relevant topics. ○ <u>Clear justification and evaluation</u> of how the content included is related to the specific issues that are the focus of the assignment 	<ul style="list-style-type: none"> ○ <u>All</u> content used is relevant to the <u>general</u> topic and to the specific question/title ○ <u>Good</u> understanding of <u>all</u> the relevant topics ○ <u>Clear justification</u> on how the material used is related to the specific issues that are the focus of the essay 	<ul style="list-style-type: none"> ○ <u>Most</u> of the content used is relevant to the general topic and to the specific question/title ○ Good understanding of <u>most</u> the relevant topics ○ <u>Adequate</u> justification on how the material used is related to the specific issues that are the focus of the essay
Research and Evidence	<ul style="list-style-type: none"> ○ Inclusion of <u>rich sources</u> of research findings, data, quotations or other sourced material as evidence for the claims/ ideas ○ <u>Compelling use of evidence</u> to support claims/assertions/ideas, <u>consistently clearly and convincingly</u> ○ <u>Evidence of extensive further reading</u> beyond materials provided which were used in an <u>appropriate context</u> 	<ul style="list-style-type: none"> ○ Inclusion of <u>well-selected sources</u> of research findings, data, quotations or other sourced material as evidence for the claims/ ideas ○ Use evidence to support claims/assertions/ideas, clearly, <u>consistently</u> and convincingly ○ <u>Evidence of further reading beyond materials provided which were used in an appropriate context</u> 	<ul style="list-style-type: none"> ○ Inclusion of <u>adequate sources</u> of research findings, data, quotations or other sourced material as evidence for the claims/ ideas ○ Use evidence to support claims/assertions/ideas, <u>mostly</u> clearly and convincingly but not always consistent ○ <u>Evidence of further reading beyond materials provided but not necessarily used in an appropriate context</u>
Developing an Argument	<ul style="list-style-type: none"> ○ <u>An original/convincing point of view</u> or position in relation to the title or question is <u>consistently clear</u> ○ Argument <u>exceptionally</u> well-developed, well-justified and sustained throughout ○ A position is clearly established in relation to the question, and is developed <u>effectively and consistently</u> throughout the essay ○ Makes <u>original and effective</u> links between subjects that have not previously been associated 	<ul style="list-style-type: none"> ○ A point of view or position in relation to the title or question is <u>consistently clear</u> ○ Argument <u>well-developed and well-justified</u> ○ A position is clearly established in relation to the question, and is developed <u>consistently</u> throughout the essay ○ <u>Makes links between</u> subjects that have not previously been associated ○ <u>Some attempt</u> to use concepts from the tutorials in an unfamiliar context with very few errors ○ Content is <u>analysed effectively</u> to support the argument 	<ul style="list-style-type: none"> ○ A point of view or position in relation to the title or question is <u>adequately</u> clear ○ Argument <u>well-developed</u> and position justified ○ A position is established in relation to the question, and is <u>well-developed in most of</u> the essay ○ <u>Some evidence of linking</u> subjects that have not previously been associated ○ Use <u>some concepts</u> from the tutorials in an unfamiliar context, and but not always accurate ○ <u>Analysis</u> of content to support the argument

	<ul style="list-style-type: none"> ○ <u>Uses concepts</u> from the tutorials in an unfamiliar context ○ Content is <u>analysed convincingly</u> to support the argument throughout 		
Critical Evaluation	<ul style="list-style-type: none"> ○ <u>Consistent</u> assessment of the value or significance of what is described ○ Evaluative points are <u>consistently and convincingly</u> explicit/systematic/reasoned/justified ○ <u>Effective critiques</u> on the reliability of sources provided and independently researched 	<ul style="list-style-type: none"> ○ Moved <u>beyond description</u> to an assessment of the value or significance of what is described ○ Evaluative points are <u>consistently</u> explicit/systematic/reasoned/justified ○ <u>Effective critiques</u> on the reliability of sources provided 	<ul style="list-style-type: none"> ○ <u>Mostly description but some assessment</u> of the value or significance of what is described ○ Evaluative points are <u>mostly</u> explicit/systematic/reasoned/justified ○ <u>Some evidence of critiques</u> on the reliability of sources provided
Structure and Presentation	<ul style="list-style-type: none"> ○ Ideas are <u>excellently structured</u> in paragraphs and arranged in a logical order that is appropriate for the assignment ○ The introduction <u>clearly and effectively</u> outlines how the essay will deal with the issues ○ The conclusion summarises <u>all</u> the main points clearly and concisely ○ <u>All sources are referenced correctly</u> in the agreed format 	<ul style="list-style-type: none"> ○ Ideas are presented in paragraphs and arranged in a <u>logical order that is appropriate</u> for the assignment ○ The introduction <u>clearly</u> outlines how the essay will deal with the issues ○ The conclusion summarises <u>most</u> of the main points clearly ○ <u>All sources are referenced correctly</u> in the agreed format 	<ul style="list-style-type: none"> ○ Ideas are presented in paragraphs and arranged in <u>an order that is mostly appropriate</u> for the assignment ○ The introduction <u>adequately</u> describes how the essay will deal with the issues ○ The conclusion attempts to summarise the main points clearly ○ <u>Most of the sources are referenced correctly</u> in the agreed format
Language and Style	<ul style="list-style-type: none"> ○ Writing is <u>sophisticated and fluent</u> with no spelling, grammar or punctuation errors ○ Writing style is <u>focused and clear</u>, and the tone is appropriate and easy to follow ○ <u>Accurate and consistent use of technical language</u> and vocabulary 	<ul style="list-style-type: none"> ○ <u>No</u> spelling, grammar or punctuation errors ○ Writing style <u>consistently</u> clear, tone appropriate and easy to follow ○ <u>Accurate and consistent use of technical language</u> and vocabulary 	<ul style="list-style-type: none"> ○ <u>Minimal</u> spelling, grammar or punctuation errors ○ Writing style <u>mostly</u> clear, tone appropriate and easy to follow ○ <u>Some attempts of using technical language</u> and vocabulary, but not always accurate

Glossary of Keywords

Word	Definition	In a sentence
Feminism		
Suffragette		
Waves of feminism		
Intersectionality		
Socialisation		
Reception		
Postcolonialism		
Maghreb		
Dystopic		
Phallogentric		
Myth		
Patriarchy		

Tutorial 1 – One or more feminisms?



What is the Purpose of Tutorial 1?

- Familiarising ourselves with the history of feminism in France
- Defining feminism
- Understanding the main aims of the three waves of feminism

Activity 1: A-Z of -ISMS

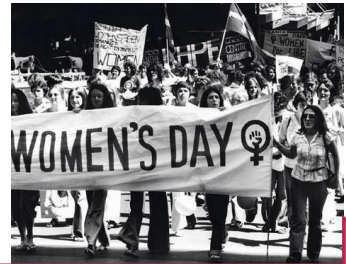
- Can you think of an -ism for each letter of the alphabet?

-ISM	Definition

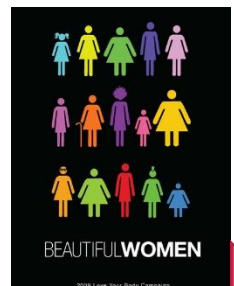
Activity 2: Timeline of events



FIRST WAVE FEMINISM



SECOND WAVE FEMINISM

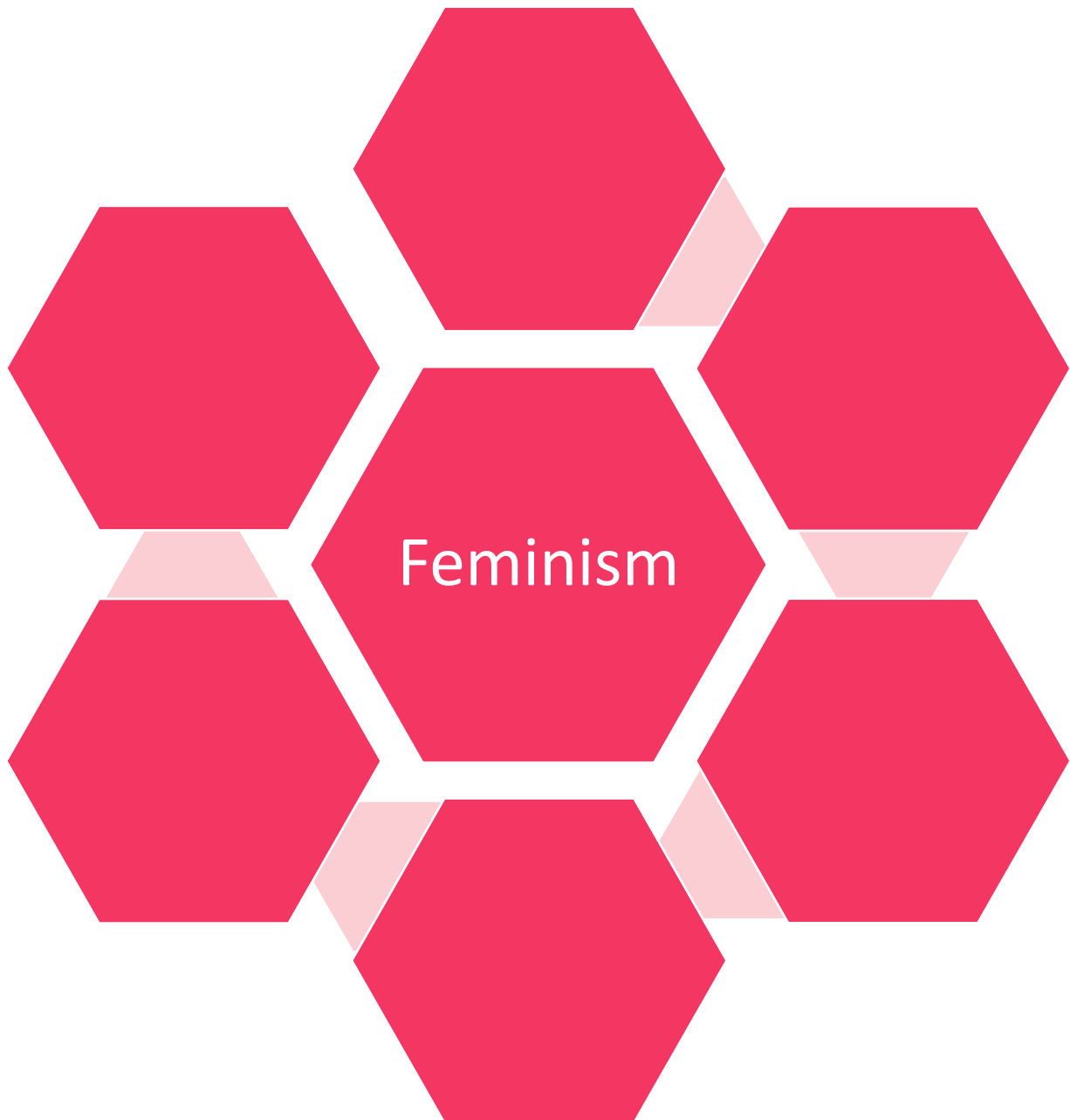


THIRD WAVE FEMINISM



Activity 3: Feminism?

- Trailers to watch before completing the chart: *Suffragette* and *He named me Malala*





UCAS and University League Tables:

You have been given a booklet with a set of Information, Advice and Guidance (IAG) resources on applying to university, provided by Cambridge University and Brightside.

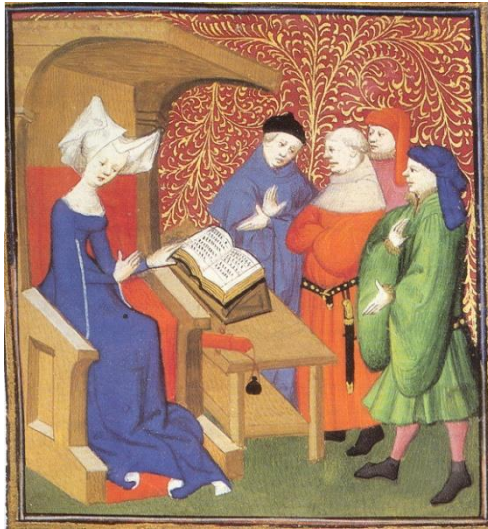
If you have not received this booklet, please let your PhD Tutor know as soon as possible.

Please spend 15 minutes this week on three topics from the resources listed below.

Write down one thing that you already knew, and one thing that you did not know before.

IAG Topics	Something you already knew	Something you did not know before
How to apply to university (p.1)		
UCAS points explained (p.2)		
University league tables (p.3)		

Tutorial 2 – Is feminism new?



What is the Purpose of Tutorial 2?

- Understand feminist ideas before the 'first wave of feminism'
- Analyse the way women approached issues pertaining to their lives before the emergence of feminism
- Evaluate the contributions of Christine de Pisan and Olympe de Gouges

Feedback from the baseline assessment





The Book of the City of Ladies (1405)

Christine and Lady Reason discuss women's education

Christine, spoke, "My lady, I realize that women have accomplished many good things and that even if evil women have done evil, it seems to me, nevertheless, that the benefits accrued and still accruing because of good women-particularly the wise and literary ones and those educated in the natural sciences whom I mentioned above-outweigh the evil. Therefore, I am amazed by the opinion of some men who claim that they do not want their daughters, wives, or kinswomen to be educated because their mores would be ruined as a result." She responded, Here you can clearly see that not all opinions of men are based on reason and that these men are wrong. For it must not be presumed that mores necessarily grow worse from knowing the moral sciences, which teach the virtues, indeed, there is not the slightest doubt that moral education amends and ennobles them. How could anyone think or believe that whoever follows good teaching or doctrine is the worse for it? Such an opinion cannot be expressed or maintained. . .

To speak of more recent times, without searching for examples in ancient history, Giovanni Andrea, a solemn law professor in Bologna not quite sixty years ago, was not of the opinion that it was bad for women to be educated. He had a fair and good daughter, named Novella, who was educated in the law to such an advanced degree that when he was occupied by some task and not at leisure to present his lectures to his students, he would send Novella, his daughter, in his place to lecture to the students from his chair. And to prevent her beauty from distracting the concentration of her audience, she had a little curtain drawn in front of her. In this manner she could on occasion supplement and lighten her father's occupation. He loved her so much that, to commemorate her name, he wrote a book of remarkable lectures on the law which he entitled *Novella super Decretalium*, after his daughter's name.

Thus, not all men (and especially the wisest) share the opinion that it is bad for women to be educated. But it is very true that many foolish men have claimed this because it displeased them that women knew more than they did. Your father, who was a great scientist and philosopher, did not believe that women were worth less by knowing science; rather, as you know, he took great pleasure from seeing your inclination to learning. The feminine opinion of your mother, however, who wished to keep you busy with spinning and silly girlishness, following the common custom of women, was the major obstacle to your being more involved in the sciences. But just as the proverb already mentioned above says, 'No one can take away what Nature has given', your mother could not hinder in you the feeling for the sciences which you, through natural inclination, had nevertheless gathered together in little droplets. I am sure that, on account of these things, you do not think you are worth less but rather that you consider it a great treasure for yourself; and you doubtless have reason to." And Christine, replied to all of this, "Indeed, my lady, what you say is as true as the Lord's Prayer."

Activity 1b: Olympe de Gouges



WHO WAS OLYMPE DE GOUGES?

The Declaration of the Rights of Woman (September 1791)

To be decreed by the National Assembly in its last sessions or by the next legislature.

Preamble.

Mothers, daughters, sisters, female representatives of the nation ask to be constituted as a national assembly. Considering that ignorance, neglect, or contempt for the rights of woman are the sole causes of public misfortunes and governmental corruption, they have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman: so that by being constantly present to all the members of the social body this declaration may always remind them of their rights and duties; so that by being liable at every moment to comparison with the aim of any and all political institutions the acts of women's and men's

powers may be the more fully respected; and so that by being founded henceforward on simple and incontestable principles the demands of the citizenesses may always tend toward maintaining the constitution, good morals, and the general welfare.

In consequence, the sex that is superior in beauty as in courage, needed in maternal sufferings, recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of woman and the citizeness.

1. Woman is born free and remains equal to man in rights. Social distinctions may be based only on common utility.

2. The purpose of all political association is the preservation of the natural and imprescriptible rights of woman and man. These rights are liberty, property, security, and especially resistance to oppression.

3. The principle of all sovereignty rests essentially in the nation, which is but the reuniting of woman and man. No body and no individual may exercise authority which does not emanate expressly from the nation.

4. Liberty and justice consist in restoring all that belongs to another; hence the exercise of the natural rights of woman has no other limits than those that the perpetual tyranny of man opposes to them; these limits must be reformed according to the laws of nature and reason.

5. The laws of nature and reason prohibit all actions which are injurious to society. No hindrance should be put in the way of anything not prohibited by these wise and divine laws, nor may anyone be forced to do what they do not require.

6. The law should be the expression of the general will. All citizenesses and citizens should take part, in person or by their representatives, in its formation. It must be the same for everyone. All citizenesses and citizens, being equal in its eyes, should be equally admissible to all public dignities, offices and employments, according to their ability, and with no other distinction than that of their virtues and talents.

7. No woman is exempted; she is indicted, arrested, and detained in the cases determined by the law. Women like men obey this rigorous law. [...]

11. The free communication of thoughts and opinions is one of the most precious of the rights of woman, since this liberty assures the recognition of children by their fathers. Every citizeness may therefore say freely, I am the mother of your child; a barbarous prejudice [against unmarried women having children] should not force her to hide the truth, so long as responsibility is accepted for any abuse of this liberty in cases determined by the law [women are not allowed to lie about the paternity of their children]. [...]


14. The citizenesses and citizens have the right, by themselves or through their representatives, to have demonstrated to them the necessity of public taxes. The citizenesses can only agree to them upon admission

of an equal division, not only in wealth, but also in the public administration, and to determine the means of apportionment, assessment, and collection, and the duration of the taxes.


15. The mass of women, joining with men in paying taxes, have the right to hold accountable every public agent of the administration. [...]

17. Property belongs to both sexes whether united or separated; it is for each of them an inviolable and sacred right, and no one may be deprived of it as a true patrimony of nature, except when public necessity, certified by law, obviously requires it, and then on condition of a just compensation in advance.

Activity 1c: What have I learned from the other group's presentation?



Wow! I didn't expect that!



This sounds familiar...similarities with your group's presentation



Hmmm?...differences from your group's presentation



Choosing the Right A-levels and Universities

You have been given a booklet with a set of Information, Advice and Guidance (IAG) resources on applying to university, provided by Cambridge University and Brightside.

Please spend 15 minutes this week on two topics from the resources listed below.

Write down one thing that you already knew, and one thing that you did not know before.

IAG Topics	Something you already knew	Something you did not know before
<p>Choosing the right university for you: Research institutions (p.4)</p>		
<p>What subjects should I choose at A-level (p.5)</p>		

Tutorial 3 – 'One is not born a woman'



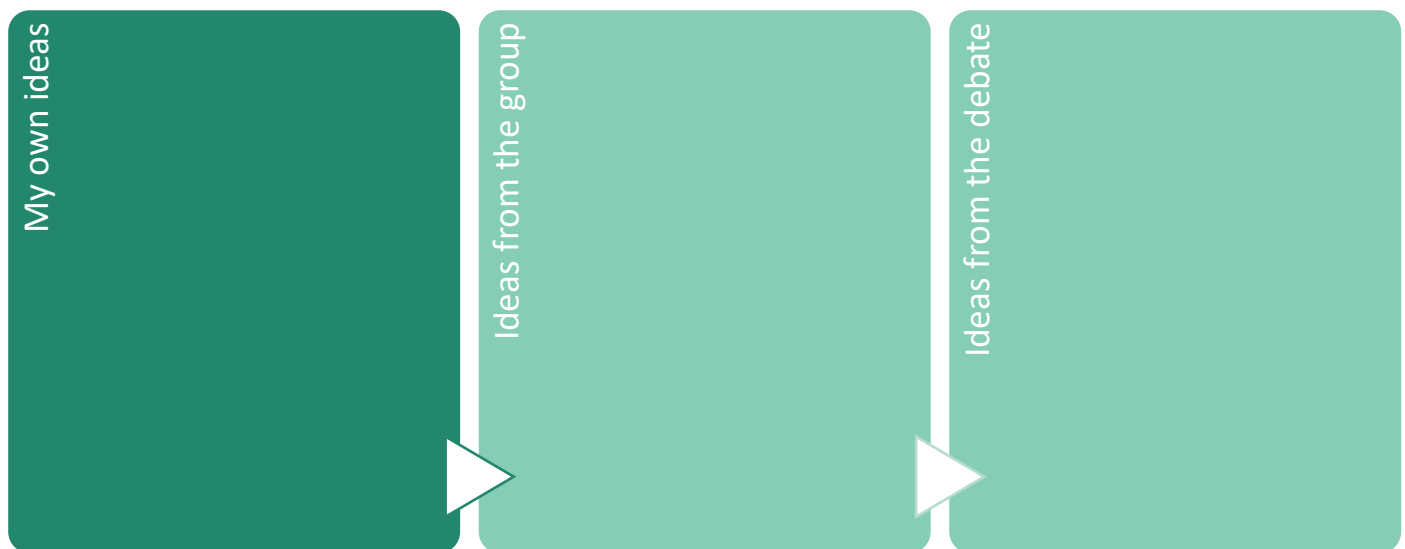
What is the Purpose of Tutorial 3?

- Is Simone de Beauvoir a feminist?
- What ideas from her works are still relevant today?
- How did her feminist writing affect her career?

Activity 1 (using homework): Who was Simone de Beauvoir?

When	What	Why is it important?

Activity 2: 'One is not born a woman'

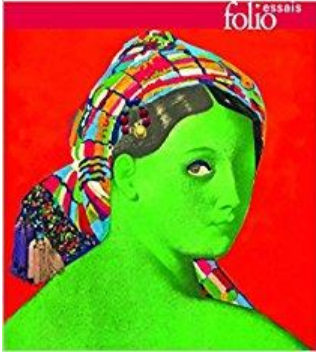


Activity 3: How do we analyse texts?

Simone de Beauvoir, *Le Deuxième Sexe* (1949) (*The Second Sex*)

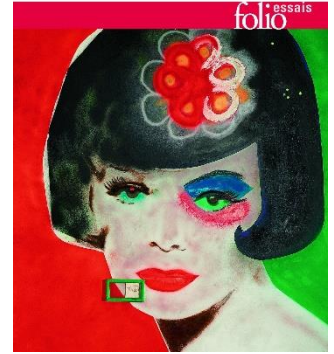
- One is not born, but rather becomes, woman. No biological, psychic, or economic destiny defines the figure that the human female takes on in society; it is civilization as a whole that elaborates this intermediary product between the male and the eunuch that is called feminine.
- [...] little by little boys are the ones who are denied kisses and caresses; the little girl continues to be doted upon, she is allowed to hide behind her mother's skirts, her father takes her on his knees and pats her hair; she is dressed in dresses as lovely as kisses, her tears and whims are treated indulgently, her hair is done carefully, her expressions and affectations amuse: physical contact and complaisant looks protect her against the anxiety of solitude. For the little boy, on the other hand, even affectations are forbidden; his attempts at seduction, his games irritate. "A man doesn't ask for kisses ... A man doesn't look at himself in the mirror ... A man doesn't cry," he is told. He has to be "a little man"; he obtains adults' approbation by freeing himself from them. He will please by not seeming to seek to please.
- [...] for the woman there is, from the start, a conflict between her autonomous existence and her "being other"; she is taught that to please, she must try to please, must make herself object; she must therefore renounce her autonomy. She is treated like a living doll, and freedom is denied her; thus a vicious circle is closed; for the less she exercises her freedom to understand, grasp, and discover the world around her, the less she will find its resources, and the less she will dare to affirm herself as subject; if she were encouraged, she could show the same vibrant exuberance, the same curiosity, the same spirit of initiative, and the same intrepidity as the boy.

Simone de Beauvoir
**Le deuxième
 sexe, I**



What would your own cover look like?

Simone de Beauvoir
**Le deuxième
 sexe, II**



Idea	Evidence from the text (quotations)

Figure of speech	Purpose



University Applications and Offers

You have been given a booklet with a set of Information, Advice and Guidance (IAG) resources on applying to university, provided by Cambridge University and Brightside.

Please spend 15 minutes this week on three topics from the resources listed below.

Write down one thing that you already knew, and one thing that you did not know before.

IAG Topics	Something you already knew	Something you did not know before
Applying to Oxford or Cambridge (p.6)		
University offers explained (p.7)		
Admission test (p.8)		

Tutorial 4 – Women's Writing and Contemporary Issues



What is the Purpose of Tutorial 4?

- Familiarising ourselves with a few examples of women's writing in French
- How are these texts related to contemporary issues and/ or feminist issues?
- What tools are used to put forward these issues?

Activity 1: Who are they?



MONIQUE WITTIG

THREE QUESTIONS YOU WOULD ASK HER





LEÏLA SEBBAR

THREE QUESTIONS YOU WOULD ASK HER



MARIE DARRIEUSSECQ

THREE QUESTIONS YOU WOULD ASK HER



Activity 2a:

Les Guérillères (Monique Wittig's second novel, published in 1969) has 'elles' as its protagonists, a group of self-sufficient women attempting to re-inscribe their bodies and experiences into history and culture.

- *Elles* is the feminine equivalent of *ils* (third person plural, masculine). While in the novel Wittig uses this pronoun almost exclusively, it is not a mere replacement of *ils* with *elles*, of the masculine with the feminine, but rather an attempt to highlight the underlying gender bias in what we consider to be general, even neutral pronominal (or grammatical) constructions. A difficulty in putting this point forward is further highlighted in translations of Wittig's work – in the English version *elles* was rendered as *the women*. This led to significant misinterpretations, if we think that in the US, after reading the novel, certain groups of women went away to live in self-sufficient communities, in a similar fashion to *les guérillères*.

Dans la légende de Sophie Ménade, il est question d'un verger planté d'arbres de toutes les couleurs. Une femme nue y marche. Son beau corps est noir et brillant. Ses cheveux sont des serpents fins et mobiles qui produisent une musique à chacun de ses mouvements. C'est la chevelure conseillère. [...] Orphée, le serpent préféré de la femme [...] sans cesse lui conseille de manger du fruit de l'arbre du milieu du jardin. [...] Sophie Ménade dit que la femme du verger aura la vraie connaissance du mythe solaire que tous les textes ont à dessein obscurci. (Les Guérillères, pp. 72-73).

The legend told by Sophie Ménade takes place in an orchard with trees of all colours. A naked woman walks there. Her beautiful body is black and sparkling. Her hair is made up of fine, moving snakes that produce a music at every one of her movements. That was the advisory/ hortative hair. Orpheus, the woman's favourite snake, keeps advising her to eat the fruit belonging to the tree in the middle of the garden. Sophie Ménade says that the woman in the orchard will have the true knowledge of the solar myth that all the texts have so far hidden away on purpose.

'sa taille se développera, elle grandira, ses pieds ne quitteront pas le sol tandis que son front touchera les étoiles' [and] 'elle aura la connaissance'. (Les Guérillères, pp. 72-73).

her waist will develop, she will grow, her feet will not leave the ground, but her forehead will touch the stars and she will have knowledge.

What myth(s) is/are being re-written? What are the major changes? Why do you think Wittig decided to make these changes?

Activity 2b:

Le corps de mon père dans la langue de ma mère

Les ancêtres, c'est quoi ? Est-ce que ça suffit à faire de la généalogie, une grand-mère paternelle illettrée, recluse, bonne musulmane, et un grand-père maternel paysan, braconnier et radical-socialiste ? Le grand-père, je le vois en paysan. J'apprendrai plus tard qu'il a été gendarme. S'il avait vécu à l'époque de la conquête de l'Algérie, il aurait été, sous les ordres de Bugeaud, comme lui terrien et périgourdin, un soldat-laboureur. Aurait-il incendié les vergers et les champs d'orge et de blé, suivant ainsi la stratégie militaire du général ? J'aime à penser que non.

La grand-mère est vivante, je la vois en visite, elle me regarde de ses yeux, petits et noirs, comme elle regarde ma mère, la Française. Elle parle en arabe avec son fils, le mari de la Française. Je ne sais pas ce qu'elle lui dit. Je ne saurais jamais ce qu'elle pense, lorsqu'elle me regarde ainsi je sens les yeux de l'inquisition. Dans la cour intérieure, sous le figuier, ma mère est assise sur

Leïla Sebbar
L'arabe comme un chant secret
(2010; pp. 41-42)

une chaise. Elle écoute mon père qui traduit les mots de sa mère, j'ai oublié lesquels. Je ne suis pas sûre que cette petite femme me soit quelque chose. Si oui, par quel accident ? Elle parle avec ses filles, les sœurs de mon père, dans la langue de mon père. À nous les enfants, les sœurs parlent la langue nourricière des femmes, universelle. Les mots ne sont pas les mots d'une langue à comprendre, les mots sont juste des sons qui accompagnent les gestes domestiques des sœurs qui donnent à manger à des enfants, les enfants de l'aîné des fils, celui qui envoie de l'argent aux veuves solitaires dans la maison maternelle, celui qui a traversé la mer pour revenir avec une étrangère, sa femme, la mère des enfants assis autour de la table basse et qui mangent une nourriture exotique avec la gourmandise de la découverte.

What is the relationship between the narrator and her mother and father tongues? Why is this important?

My Father's Body in My Mother's Language

What are ancestors, exactly? Is it enough to do a genealogy? An illiterate, reclusive, devout Muslim for a paternal grandmother and a poacher, peasant, radical-socialist for a maternal grandfather? I see my grandfather as a peasant. Later, I'll find out that he was a policeman. If he'd been alive during the conquest of Algeria, he would've been a farmer-soldier taking orders from Bugeaud, who was also a rural Périgordian. But would he have burned the orchards and the wheat and barley fields, would he have obeyed the general's military strategy? I'd like to think that he wouldn't have.



My grandmother's alive. I see her when I go to visit; she looks at me with her small black eyes the same way that she looks at my mother, the Frenchwoman. She speaks in Arabic with her son, the Frenchwoman's husband. I don't know what she tells him. I'll never know what she thinks when she looks at me like that, when I feel her inquisitive eyes upon me. In the inner courtyard, under the fig tree, my mother sits on a chair. She listens to my father as he translates his mother's words, though I've forgotten which words. I'm not quite sure that this small woman is anything at all to me. If she is, then by what accident of nature? She speaks with her daughters, my father's sisters, in my father's language. To us children, the sisters speak the universal female language of the nursery. These words don't belong to any particular language; the words are simply the sounds that accompany their caring, familial gestures as they feed us, the oldest son's children, the son who sends money to the lonely widows living in his childhood home, the son who crossed the sea only to return with a foreign woman, his wife, the mother of the children sitting around the low table and reveling in the discovery of this exotic food.

Leïla Sebbar
Arabic as a secret song (2015)

Activity 2c:

I know how much this story might upset people, how much distress and confusion it could cause. I suspect that any publisher who agrees to take on this manuscript will be heading for trouble – heading for prison, probably – and I'd like to apologize right now for the inconvenience. But I must write this book without further delay, because if they find me in my present state, no one will listen to me or believe what I say. Simply holding a pen gives me terrible cramps. I haven't enough light, either, so I have to stop at nightfall, and I write very, very slowly. I won't tell you about the problems I had getting this notebook or about the mud, which dirties everything and dilutes ink that's barely dry. I hope that any publisher patient enough to decipher these piggie-squiggles will graciously take into consideration the enormous effort I'm making to write as legibly as possible. Even the act of remembering is quite difficult for me. But if I concentrate hard and try to think back as far as I can, back to right before the events recounted here, I manage to recover some images. I must admit that my new way of life, the frugal diet I follow, these rustic accommodations that suit me perfectly, and my astonishing ability to withstand cold (something I've noticed as winter draws on) are good reasons why I

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catwalk over the water. I was frightened of being discovered, especially since these gentlemen were getting seriously tanked, and I knew from Honoré that alcohol completely perverts people. A man who's been drinking – and I'm speaking here to any girls who will be allowed to read this account – forgets his natural kindness. What is doubtless best for the girls of today, and I venture this opinion on the strength of my extensive experience, is to find a good husband, a teetotaler, because life is hard and a woman doesn't work like a man, and you can't expect men to look after the children, and there aren't enough children, every government says so. The in-line

Marie Darrieussecq, *Pig Tales* (2003)

How is the writing process depicted in this section? What stereotypes is the narrator addressing in the second extract? Is she challenging them in an effective manner?



Student Finance and Revision

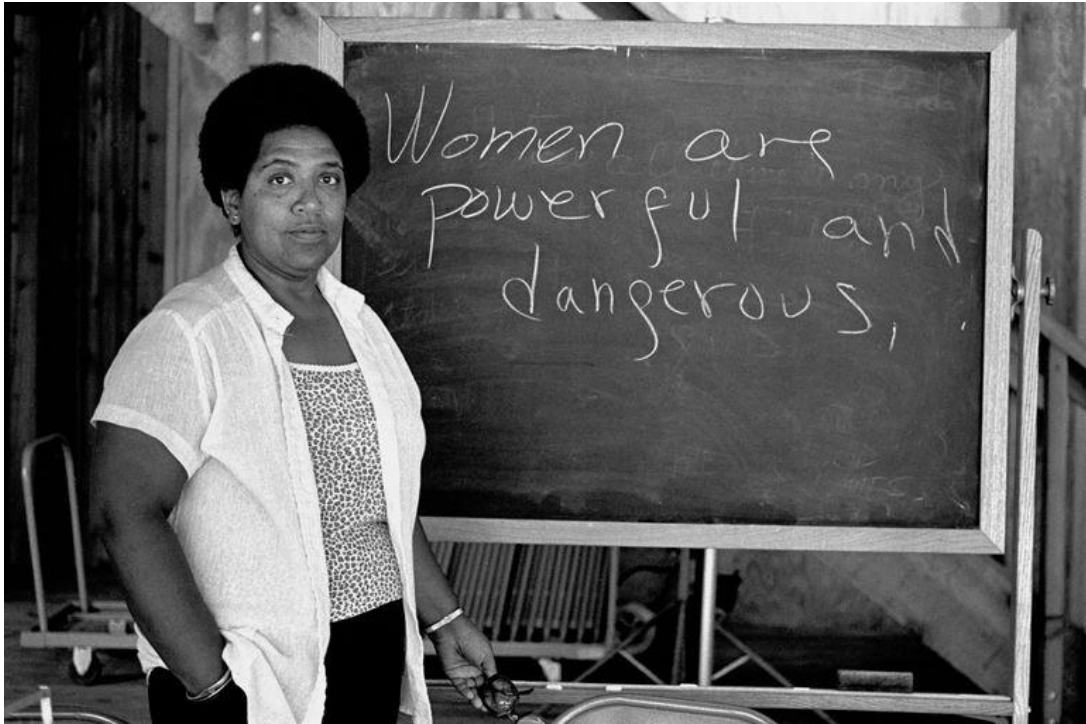
You have been given a booklet with a set of Information, Advice and Guidance (IAG) resources on applying to university, provided by Cambridge University and Brightside.

Please spend 15 minutes this week on two topics from the resources listed below.

Write down one thing that you already knew, and one thing that you did not know before.

IAG Topics	Something you already knew	Something you did not know before
Student finance for English universities (p.9)		
Additional resources (Optional) (p.12)		

Tutorial 5 – Feminism and Women's Writing



What is the Purpose of Tutorial 5?

- Can women's writing be a useful tool in approaching feminist issues?
- What are the dangers of conflating feminism and women's writing?
- How to prepare for the final assignment

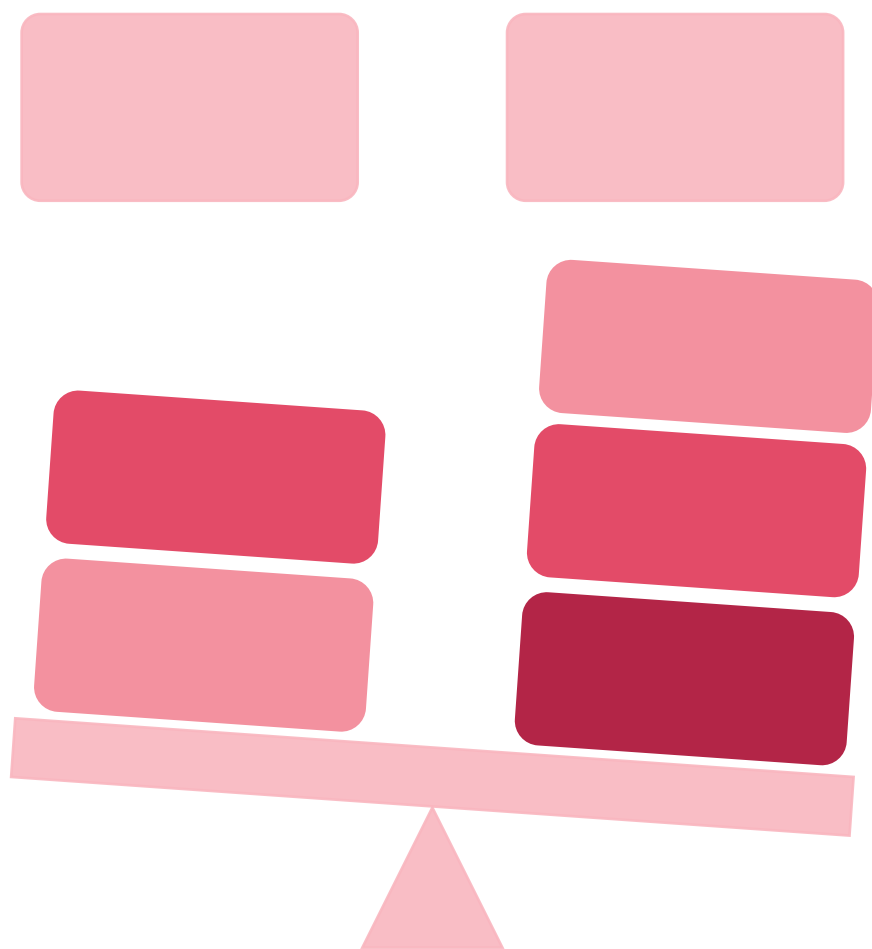
Activity 1: 'How to suppress women's writing?'

Tools needed for the activity:

- Examples provided on separate cards
- Brief introduction to Joanna Russ, *How to Suppress Women's Writing* (London: The Women's Press, 1984).

Method	Example
Denial of agency	
Pollution of agency	
Double Standard of content	
False Categorising	
Simple exclusion	

Activity 2: I'm a feminist but.../ I'm not a feminist but...



Activity 3: Debate – Literature can be a useful feminist tool?



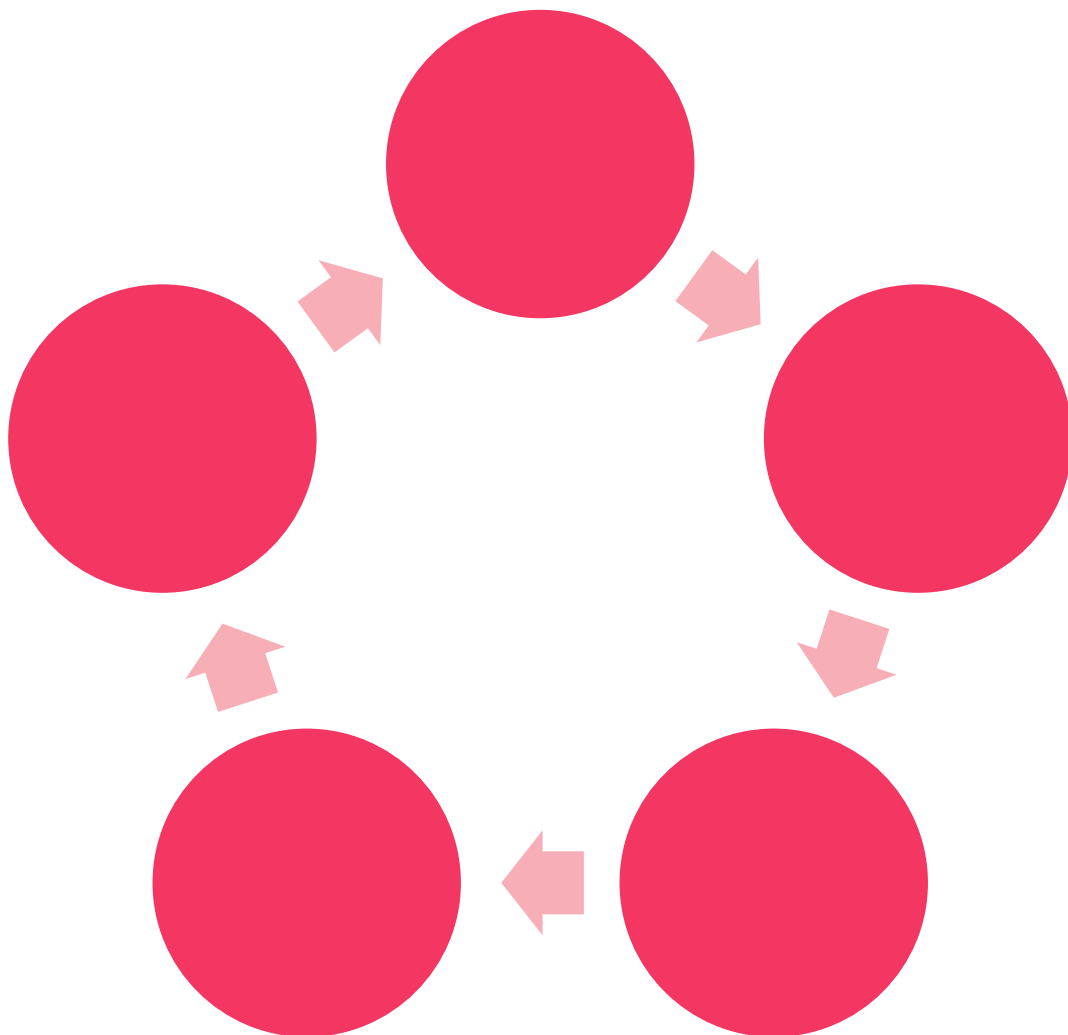
Activity 4: Preparation for the final assignment

Final Assignment

- Choose two texts we studied during the tutorials. To what extent do these texts engage with feminist issues and how effective do you consider this engagement to be?

Details of final assignment:

- 2500 word essay
- Bibliography and References
- Size 12 font, 1.5 space



Essay writing reflection

Use the checklist below to reflect on your essay writing ability at the moment. Read the statements for each skill and then tick the box that most closely fits how you currently feel about your ability to do that skill.

You will use this to help your PhD tutor give you feedback in your next tutorial. They will give you specific advice on how to improve these areas in relation to your draft assignment so be completely honest.

Addressing the question			Using evidence		
I can... <ul style="list-style-type: none"> identify what the title or question is asking me to do select relevant information from the course to answer the title or question explain why the information I have used is relevant 			I can... <ul style="list-style-type: none"> select evidence that supports my points link evidence to my points and ideas clearly and convincingly explain how my evidence supports my points use references 		
I feel...			I feel...		
Confident	Partially confident	Not confident	Confident	Partially confident	Not confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing an argument			Critical evaluation		
I can... <ul style="list-style-type: none"> include a point of view or position in response to the title or question develop and explain my point of view argue why my point of view or position is correct 			I can... <ul style="list-style-type: none"> ensure I analyse events and information rather than just describe them assess the relevance and significance of the ideas and examples I am writing about 		
I feel...			I feel...		
Confident	Partially confident	Not confident	Confident	Partially confident	Not confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structuring			Use of language		
I can... <ul style="list-style-type: none"> arrange my points in to a logical order write paragraphs that focus on one idea or point each write an introduction that explains how I will deal with the issues of the essay write a conclusion that sums up my main points 			I can... <ul style="list-style-type: none"> minimise spelling, punctuation and grammar errors ensure my writing makes the meaning clear and easy to follow write using and appropriate tone and level of formality 		
I feel...			I feel...		
Confident	Partially confident	Not confident	Confident	Partially confident	Not confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tutorial 6 – Draft assignment feedback and reflection

What is the Purpose of Tutorial 6?

- To receive feedback on your draft assignment
- To reflect on your essay writing skills
- To identify practical ways to improve your assignment

What three things can you now do to improve your assignment and your essay writing ability?

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2

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Tutorial 7 – Final assignment feedback and reflection

What is the Purpose of Tutorial 7?

- To receive feedback on final assignments.
- To write targets for improvement in school lessons.
- To reflect on the programme including what was enjoyed and what was challenging.

Final assignment feedback

What I did well...	What I could have improved on...
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

My target for future work is...

Reflecting on The Scholars Programme

What did you most enjoy about The Scholars Programme?

-
-
-

What did you find challenging about the programme?

How did you overcome these challenges?

<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

- **A marker in your assignment:** After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this in your text with a number, e.g. [1]. The next time you use a reference you should use the next number
 - e.g. [2].
- **Bibliography:** This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.
- **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].
 - e.g. Dan Snow, 'How did so many soldiers survive the trenches?', <http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr> [11 July 2014].
- **Books** – Author, date published, title of book (in italics), pages where the information came from.
 - e.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.
- **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.
 - e.g. Maeve Kennedy, 'The lights to go out across the UK to mark First World War's centenary', *Guardian*, 10 July 2014.

Appendix 2 – Using the VLE

VLE username	
VLE password	

Please remember the following key details...

- You are able log into the VLE either through the link on our website (www.thebrilliantclub.org) or going directly to the VLE site at (<https://portal.thebrilliantclub.org/sign-in>).
- Please update your profile with your full name and email address- this will allow you to retrieve forgotten passwords or usernames
- If you forget your log-in details you can request them to be emailed to you by clicking the link on the VLE home page. (If you are still having problems you can email: schools@thebrilliantclub.org)

What is the VLE?

The VLE is a virtual learning environment for all pupils on the Scholars Programme it is used for:

- messaging your tutor
- submitting homework
- submitting your final assignment
- accessing resources for your tutorials
- finding out more information about university and careers

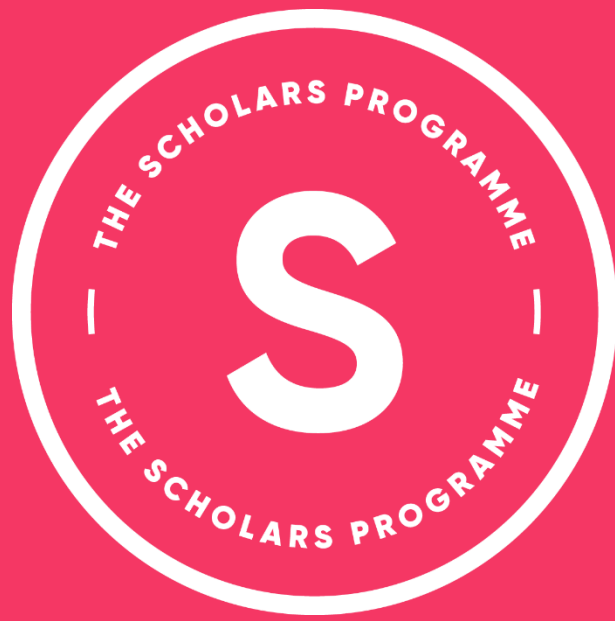
How should I use the VLE?

The VLE is a professional academic environment in which pupils are able to message their PhD Tutor. Here are a few things to consider:

- Ensure you keep a professional tone in the messages you send to your tutors.
- Ensure you always reply to your tutors in a timely manner.
- Thank your tutor for the effort they are putting in to give you your feedback etc.
- Submit all homework to your tutor on time.

IMPORTANT: Final assignment

- When you submit your final assignment, please remember that you need to do so through the 'My Activities' tab and not as an attachment to a message.



thebrilliantclub.org