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**JOURNAL ARTICLE**

# On Hawthorne's Feminist Ideas Reflected in *The Scarlet Letter*

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**Abstract**—Hawthorne was a feminist forerunner, which is largely due to the influences exerted on him by women who were close to him. By examining his fictional portrayal of Hester in *The Scarlet Letter*, the author finds that Hawthorne made a subversive woman his spokesperson voice his feminist ideas and refute the concept of manhood and masculinity of his day.

**Keywords**—feminist ideas, Hester, manhood, *The Scarlet Letter*.

## I. INTRODUCTION

Nathaniel Hawthorne (1804-1864), the great literary genius in American literature during the Age of Romanticism, earns his fame mostly through his fiction: *The Scarlet Letter*.

It is well known that Hawthorne was a feminist forerunner, who exposes his sympathy for women in *The Scarlet Letter*, the most powerfully feminist fiction in the 19<sup>th</sup> century America.

When Hawthorne was brewing his writing of *The Scarlet Letter*, the Feminist Movement was building up to an unprecedented height in America. Inspired by some radical feminist advocates, particularly by Margaret Fuller, an influential feminist theorist, Hawthorne luckily accessed the most profound feminist ideas. His mounting awareness of women's rights gave rise to his new sensitivity to women's right, and Hawthorne began to express great sympathy for women victimized by wrongs against their sex in his works.

## II. SOME INFLUENTIAL WOMEN IN HAWTHORNE'S LIFE

Nina Baym once said that: "...the question of woman is the determining motive in Hawthorne's work", (1) which can be best interpreted by the significant roles played by women throughout his life and his career as well. Hawthorne had been writing successfully for extraordinarily talented women of letters whose creative minds had helped him shape his own works. It would have been incredible if

Hawthorne had not understood and penned the great variety of women around him who inspired and urged him to make their concerns a visible reality in his works.

Hawthorne's father died when he was four years old, and he had to spend his boyhood in his mother's extended family, growing up among various talented and supportive females. They were Hawthorne's first-handed source of good literary material, productive collaborators, faithful readers, rigorous editors, fair-minded critics and emotional and financial supporters.

Hawthorne's aunt Mary Manning, though uneducated, helped him become the first college graduate in the family and started him on his career as a professional writer.

His mother Elizabeth Hawthorne, though highly cultivated by reading, had to depend on her relatives financially after her husband died young, which manifested the cruel reality to Hawthorne: women had no legal right of inheritance, and thus had to live at the mercy of men.

Hawthorne started his lifelong pattern of writing for women when he was thirteen. In his early literary activities, Hawthorne teamed his sisters, who were both colleagues and collaborators in his efforts to become a successful writer.

Before getting married, Hawthorne spent most of his days writing and walking and chatting with his elder sister Elizabeth who played a leading role in his developments as a writer. Elizabeth, an educated writer by extensive reading, was not only an intelligent and sophisticated reader of

# Brahmoism and Enlightenment scene in pre-independence India

Tulika Nagesh

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There have been various attempts to answer the question “What is Enlightenment?” The philosophers and historians have tried to answer this question posed many a times. In the present scenario the most appreciated and accepted definition of enlightenment is considered to be that of Immanuel Kant’s.

German philosopher Immanuel Kant says that “enlightenment is a man’s release from self-incurred tutelage.” Here, tutelage is the inability of a man to make use of his “reason”. He mentions that a man is needed to have courage to use his own reason and remain unaffected of any external force. But the problem with Kantian version of use of reason appears problematic to some. He divided the realm of reason into two spheres, i.e., public use of reason and private use of reason. Where he mentions that only public use of reason must be free and boundless so that debates and arguments can take place and that according to him must have been the first step towards the Enlightenment of a society.

The problem with Kantian way is that he focuses on the enlightenment of society or of a man as a social being, hence the enlightenment of the individual self is least considered.

So here I would like to make a point that a blend of reason and religion can provide an ideal setting for enlightenment of a society. To understand enlightenment it is necessary to know that enlightenment is not a movement but a gradual process whose ideals and definitions are subjected to change according to time. But there are some core ideals of enlightenment that remain same disregard of time and space. Reason being the locus of all ideals is to be taken into consideration. Kant experimented to bring together rationalism and religious ideologies on the one hand and individual freedom and political authority on the other.

Because ultimate freedom to reason can lead to a state of chaos, the power to reason must be limited. It must be bounded by the limits of social benefit and humanitarian values. The only ‘reason’ beneficial for the individual and society is the one where liberalism and humanism can

prevail. Reason must be based on “conscience” of an individual and conscience must be favorable for humankind. Moral and ethical framework is needed for the working of a man’s rationale. Reason is important in the making of a modern state. A modern state is formed when a civil society is formed which consists of free but civilized individuals. This civil society becomes a Habermasian public sphere where ‘rational debate’ can be conducted.

Now if we talk about the civil society we can place religion as the major source of rational and moral subjects. These subjects can further create a major organizational aspect of public sphere. Secularity being the other important aspect of a civil society is one of the distinguishing feature of Enlightenment process. In order to create secularity in a society the rationality and freedom are needed.

But during the age of European enlightenment ‘secularism’ in India failed to make a place for itself because Indians were unable to privatize their religion. The only reason being for such failure was diversity of religions in India. Indians being Muslim, Hindus, Buddhists or Sikhs unlike protestant Christians failed to cope up with the idea of secularism as in west. As Max Weber rightly says that there was an important link between Protestantism, Individualism and Secularization.

Hence, there was the need of a new Indian version of secularity and rational religion in the nation during eighteenth century which could bring out social change and a national identity. Eighteenth century India was set on the backdrop of colonialism. And being ruled by western masters it remained in the state of ignorance until the socio-religious reformation under Bengal renaissance took place.

Brahmo samaj was the working force that initiated the idea of a rational religion in the nation. It was founded in 1828 by Raja Ram Mohan Roy as the byproduct of Bengal Renaissance. Brahmo Samaj turned out to be a small movement which propagated a deist and universalist kind of religion that was based on the Hindu sources. The movement was basically started as an opposition of the ‘superstitious

# Pragmatic Competence and Activity-Based Language Teaching: Importance of Teaching Communicative Functions in Iraq EFL Context

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**Abstract**— The study attempted to explain the pragmatic competence and the role of teaching pragmatic through using activities-based teaching function of language in EFL context. The study was presented by a public curriculum lead that prioritizes the necessity for English teachers focused on activities when they teach pragmatic aspects in an academic communications. The study aimed to clarify the vital role of activity-based teaching pragmatic on improving students' communicative function of language among Iraqi EFL learners. Besides, most English learners fail to present pragmatic ability on how to use request, apology by relating expressions to their meanings, knowing the intention of language users. There is growing of studies on the value of activities-based teaching language on increasing students' pragmatic and function of language in EFL teaching.

**Keywords**— Pragmatic competence, Activity-based teaching language, and EFL students.

## I. INTRODUCTION

Communication is an indispensable part of any community life in which learners feel the need to interact with each other for certain aims. It is through the concept of language that learners can communicate with a number of conversers in a variety of contexts. However, while interacting, learners need to follow things beyond words, function of utterances, and communicative function of language. They need to know how to say something as well as when, where and to whom to say it. Therefore, communication is much more than putting some words in a linear order to form a set of items in various situations. Language learners are supposed to follow some conventions according to which their dialogue will be not only meaningful but also suitable. This analysis of how to say things in appropriate habits and places is essentially called pragmatics (Takkaç 2016).

As well as, pragmatics generally deals with what is beyond the dictionary meanings of statements; in other arguments, it is about what is truly meant with an utterance based on the norms and conventions of a specific society, or context, in which conversation takes place. Therefore, having a good

command of the conventions enables the learner to establish and maintain effective and appropriate communication as well as understanding each other clearly (Yule, 1996) and this ability is usually referred as pragmatic competence.

Subsequent the shift in which the emphasis in language pedagogy changed from the linguistic-based to communicative-based purposes, the impact and status of pragmatic competence has regularly increased in educational circles. Considering pragmatic competence as a vital component of teaching communicative functions in EFL context, this study is intended to be a review on the value and place of pragmatic competence in general language competence and activity-based language teaching as a communicative-based purposes. For the purposes of this review, some core definitions proposed by prominent scholars about the term are presented followed by some studies, particularly latest ones, investigating diverse factors affecting pragmatic competence and the implication of teaching pragmatic in language education (Takkaç 2016).

Moreover, for it is comprehending and being understood communication among the persons. Adopting a teaching

# Climate Change and the Struggle for Natural Resources in Africa

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**Abstract**— *The study examined the negative impact of climate change in Africa that has negatively impacted livelihoods across the continent. The region that was formerly a robust agrarian belt, animated with a culture based on agro-social energy, is fast becoming a shadow of its erstwhile glorious image. It generally explains how climate change and its implications for natural resource use are fast changing the developmental and migratory narrative, as well as conflict, in Africa. The 'World System Theory' was adopted as the theoretical framework to explain the impact of climate change in Africa. Primary and secondary sources were used to generate data for the study. The central thesis is that the colossal environmental degradation in various parts of Africa, including the Lake Chad Basin, has resulted in a struggle over the available, but fast shrinking, natural resources in the region. The numerous crises that have arisen from the struggle to make a better livelihood in the African region also has a contingent effect on other continents of the world, particularly in terms of migratory movements. The inevitable conclusion is that without relevant, creative, functional and sustainable education on greening the environment and effective pollution control the current crises in the region would not abate. It therefore recommended that stringent measures be taken against countries that emit greenhouse gases, and that urgent strategies be introduced to generate employment for sustainable livelihoods as means of curtailing crises in the region.*

**Keywords**— *Climate Change, Natural Resources, Environment, livelihood, Migration.*

## I. INTRODUCTION

The world generally is bedevilled with the negative impact of climate change. The African continent is not an exception as the ecological system can long be what it used to be since the global war on climate change. Climate change could be seen as an increase in global temperature for an extended period. The reported of Intergovernmental Panel on Climate Change in 2014 revealed that countries contribute differently to greenhouse gases associated with the cause of climate change. However, their levels of vulnerabilities vary. The continuous increase in the atmospheric temperature has resulted in a series of disasters globally. The developed countries, due to their advanced technology, emit greenhouse gases while in Africa, lack of those facilities made it difficult to manage climate crisis. The worst continents in the emission of carbon dioxide are Asia and the Pacific as a result of their new advances in industrialisation. The level of air pollution in the developing countries is outrageous, especially in China which contributes immensely to the environmental crisis ongoing in the developing world. Air pollution does not only affect the quality of the environment and economic development as an environmental issue. However, climate change increases

related challenges of global warming to the environment and economic growth in parts of the world, mostly on regions that found it difficult to adapt to the situation (Kelsey, 2017). African countries are vulnerable to the impact of climate change due to their weak economic base and technology, as well as their inability to adapt and mitigate the problems associated with climate change.

Moreover, Petersen and Stephenson in 1991 stated that the exploitation of water resources in developing countries is linked with economic development. Also, the formulation of various agricultural projects by governments in the African region, such as irrigation and rural water supply are geared towards benefits from the environment. The Food and Agriculture Organisation of the United Nations (FAO), in 2014, revealed that in Africa, 46.8 per cent of the arable land area is utilised for agriculture permanently for pasture and crop production. The rising temperature in the region and the desertification it has caused in previously forest areas and agricultural land have grave implications for sustainable livelihood of the people. Unavailability of water for agriculture made some African countries, such as Sudan and Somalia, to withdraw a sizeable volume of water for agricultural activities through the construction of dams.



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**KETERANGAN LOLOS KAJI ETIK  
DESCRIPTION OF ETHICAL APPROVAL  
"ETHICAL APPROVAL"**

No: 177/EA/KEPK-FKM/2019

Protokol penelitian yang diusulkan oleh:

*The research protocol proposed by*

Peneliti utama : Pradipta Dhimasrasta Santya Putra  
Principle Investigator

Nama Institusi : Universitas Diponegoro  
*Name of the Institution*

Anggota Peneliti : 1. Dr. Budiyono, SKM, M. Kes  
*Member* 2. Dr. Ir. Mursid Raharjo, M. Si

Dengan judul :  
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**"HUBUNGAN RIWAYAT PAPARAN PESTISIDA DENGAN KADAR GLUTATION PEROKSIDA (GPX)  
PADA PETANI BAWANG MERAH DI KABUPATEN KARANGANYAR"**

**"ASSOCIATION OF PESTICIDE EXPOSURE WITH GLUTATHIONE PEROXCIDE (GPX) AMONG FARMERS IN KARANGANYAR"**

Dinyatakan layak etik sesuai 7 (tujuh) Standart WHO 2011, yaitu 1) Nilai Sosial, 2) Nilai Ilmiah, 3) Pemerataan Beban dan Manfaat, 4) Risiko, 5) Bujukan/Eksploitasi, 6) Kerahasiaan dan Privacy, dan 7) Persetujuan Setelah Penjelasan, yang merujuk pada Pedoman CIOMS 2016. Hal ini seperti yang ditunjukkan oleh terpenuhinya indikator setiap standar.

*Declared to be ethically appropriate in accordance to 7 (seven) WHO 2011 Standards, 1) Social Values, 2) Scientific Values, 3) Equitable Assessment and Benefits, 4) Risks, 5) Persuasion/Exploitation, 6) Confidentiality and Privacy, and 7) Informed Consent, referring to the 2016 CIOMS Guidelines. This is as indicated by the fulfillment of the indicators of each standard.*

Pernyataan Laik Etik ini berlaku selama kurun waktu tanggal 22 Mei 2019 sampai dengan tanggal 22 Mei 2020

*This declaration of ethics applies during the period May, 22 st 2019 until May, 22 st 2020*



Semarang, 22 Mei 2019  
Professor and Chairperson,

Prof. Dr. dr. Anies, M.Kes, PKK  
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