

**Gender Studies**

Code: 100207  
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

**Contact**

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**Use of languages**

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Prerequisites**

The subject is taught and assessed entirely in English. A Proficiency level of English or similar (C1) is required.

Students need to keep an open mind on gender-related issues and avoid expressing opinions in any way disrespectful of any gender identity and sexual orientation.

**Objectives and Contextualisation**

On completion of the subject and in relation to gender and its fictional representation in anglophone texts, the student will be able to:

- Participate at a C1 level in English on virtual and presencial debates
- Write argumentative texts expressing an opinion, generating academic criticism and raising social awareness
- Offer oral presentations at C1 level in English

**Skills**

**English Studies**

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Effectively working individually or in teams in multicultural and interdisciplinary environments in English and other languages, applying values of a culture of peace, and the characteristic democratic values of a degree in a foreign language that trains the student for intercultural communication.
- Generate innovative and competitive proposals in research and professional activities.
- Identify the main literary, cultural and historical currents in the English language.

- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Respect the diversity and plurality of ideas, people and situations.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

## Learning outcomes

1. Analysing and interpreting in an advanced level the academic texts about the English-speaking history, culture and contemporary society.
2. Apply the acquired knowledge in order to improve the general knowledge of linguistic and cultural diversity.
3. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.
4. Apply the knowledge and competences acquired in the professional and academic activities related to literature, history and culture.
5. Applying appropriate secondary academic sources to text comments and argumentative essays in relation to the English-speaking history, culture and contemporary society.
6. Applying the acquired knowledge about intercultural communication to the work in multicultural and interdisciplinary environments in English.
7. Applying the acquired methodologies of work planning to work in an environment in the English language.
8. Applying the acquired scientific and work planning methodologies to the research in English.
9. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
10. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
11. Comparing in an advanced level different topics and texts related to the English-speaking history, culture and contemporary society.
12. Comparing in an advanced level the methods of study of the English-speaking history, culture and contemporary society, specially the cultural studies.
13. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
14. Demonstrate a sound knowledge about advanced topics related to the study of literature and culture.
15. Describing in detail and in an academic way the nature and main traits of the English-speaking history, culture and contemporary society.
16. Developing a labour and research bond in multicultural and interdisciplinary environments in English that contribute to international collaboration.
17. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts about History.
18. Drawing up academic essays of medium length, using secondary academic sources in relation to the English-speaking history, culture and contemporary society.
19. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.

20. Explaining and reflecting on topics and texts of the English-speaking history, culture and contemporary society.
21. Generate strategies to facilitate the increase and improvement of mutual respect in multicultural environments.
22. Localising secondary academic sources related to History in the library or on the Internet.
23. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
24. Produce new professional initiatives.
25. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
26. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
27. Summarising the content of primary and secondary sources about History.

## Content

A survey of gender and its representation since the 1990s focused on science-fiction.

- Introduction to Gender Studies theory
- Reading and analyzing a series of SF texts
- Construction and de-construction of the concepts "gender", "sex", "identity" (in the anglophone area)

UNIT 1. Defining gender: Theory and practice

UNIT 2. Femininity and feminism / Masculinity and 'Masculinities Studies' - Texts: The Hunger Games by Suzanne Collins, Pacific Rim by Guillermo del Toro.

UNIT 3. Gay, lesbiand or queer? - Texts: Ammonite by Nicola Griffith, "When It Changed" (short story) by Joanna Russ, Ethan of Athos by Lois McMaster Bujold

UNIT 4. Beyond gender - Texts "Aye, Aye, Gomorrah..." (short story) by Samuel Delaney, "All you Zombies" (short story) by Robert Heinlein, The Left Hand of Darkness by Ursula K. Leguin

## Methodology

Classes are based on a mixture of lectures and large group seminars. All students are expected to participate in class discussion and to have read the compulsory texts beforehand.

Please, note : 1 ECTS = 25 hours x 6 = 150 hours

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Lectures	25	1	6, 26, 11, 25, 13, 15, 16
Reading and debating texts in class	15	0.6	1, 7, 6, 9, 26, 12, 11, 25, 14, 15, 16, 20, 19, 10, 21, 23
<b>Type: Supervised</b>			
Assessment (exam)	5	0.2	1, 7, 8, 4, 26, 12, 11, 14, 13, 15, 20, 19, 10, 18, 27

Writing a paper	15	0.6	1, 7, 8, 6, 5, 3, 2, 4, 9, 26, 12, 11, 25, 14, 13, 15, 16, 17, 20, 19, 10, 24, 23, 18, 27
<b>Type: Autonomous</b>			
Reading for the paper	20	0.8	1, 7, 4, 9, 26, 12, 11, 25, 14, 13, 17, 22, 23, 27
Reading texts and for the exam	45	1.8	1, 7, 8, 9, 12, 11, 25, 13, 17, 22, 23, 27

## Evaluation

### ASSESSMENT

The final mark for this subject is based on:

1. Exam (500-word essay) on a topic chosen by the student and validated by the teacher from: Victoria Robinson & Diane Richardson (eds.). *Introducing Gender and Women's Studies*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2008. **25%**
2. Paper proposal for a paper on a topic or text connected with the gender issues dealt with in class, to be chosen among the set texts (alternative proposals may be submitted) = **10%**
3. 'Paper' (2,500 words, quotations from 5 valid secondary sources -academic monographs, chapter books, articles in journals) = **50%**
4. Class participation = **15%**

#### Please, note:

\*Students must follow continuous assessment and complete all exercises.

\*The student's command of English will be taken into account when marking all exercises and for the final mark. It will count as 25% of this mark for all the exercises and will be assessed as follows:

Grammar (morphology and syntax): 30%

Vocabulary (accuracy and variety): 15%

Cohesion (among sentences and paragraphs): 15%

Organization (sound argumentation of ideas): 20%

Style (expression and register): 15%

Spelling: 5%

**Reviewing procedure:** Students have a right to review their exercises with the teacher in a personal tutorial, on the set dates, never later than 2 weeks after the exercise/exam is marked, including re-assessment. The student loses this right if s/he fails to collect the exercise/exam within the period announced by the teacher.

**Re-assessment conditions:** Students may only re-assess the paper, following the teacher's instructions, and on condition that they have obtained at least a 4. Reassessment based on a Pass/Fail mark and the maximum possible final mark in this case is a 5.

**VERY IMPORTANT:** Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING

consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE.

Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

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## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class participation	15%	6	0.24	1, 7, 6, 9, 26, 12, 11, 25, 14, 15, 16, 20, 19, 10, 21, 23
Exam	20%	2	0.08	1, 7, 8, 4, 26, 12, 11, 14, 13, 15, 20, 19, 10, 18, 27
Paper proposal	15%	2	0.08	1, 7, 8, 3, 4, 9, 26, 12, 11, 25, 14, 13, 17, 22, 23, 27
Writing a paper	50%	15	0.6	1, 7, 8, 6, 5, 3, 2, 4, 9, 26, 12, 11, 25, 14, 13, 15, 16, 17, 20, 19, 10, 24, 23, 18, 27

## Bibliography

PLEASE, BUY THE BOOKS BEFORE THE COURSE BEGINS

COMPULSORY READING

UNIT 1.

Robinson, Victoria, and Diane Richardson (eds.). *Introducing Gender and Women's Studies*.

Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2008.

[http://www.amazon.com/Introducing-Gender-Womens-Studies-Edition/dp/0230543006/ref=pd\\_sim\\_sbs\\_b\\_2](http://www.amazon.com/Introducing-Gender-Womens-Studies-Edition/dp/0230543006/ref=pd_sim_sbs_b_2)

UNIT 2.

Trilogy *The Hunger Games* by Suzanne Collins (Scholastic Press)

Film *Pacific Rim* by Guillermo del Toro

UNIT 3.

*Ammonite* (novel) by Nicola Griffith (SF Masterworks)

"When It Changed" (short story) by Joanna Russ

*Ethan of Athos* (novel) by Lois McMaster Bujold (Mass Market paperback)

UNIT 4.

"Aye, Aye, Gomorrah..." (short story) by Samuel Delaney

"All you Zombies" (short story) by Robert Heinlein

*The Left Hand of Darkness* by Ursula K. Leguin (novel) (Mass Market paperback)

You'll find an extensive bibliography on Gender Studies in our Moodle classroom