

Literature, Genres and Sexuality

Code: 100263
 ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0
2504211 Spanish Language and Literature	OT	3	0
2504211 Spanish Language and Literature	OT	4	0
2504212 English Studies	OT	3	0
2504212 English Studies	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)
 Some groups entirely in English: No
 Some groups entirely in Catalan: No
 Some groups entirely in Spanish: No

Teachers

Prerequisites

None.

Objectives and Contextualisation

The body features as a key element in proposed objects of analysis from a gender perspective (and its intersectionalities), and, as such, has played a central role in some of the most radical inflections in Western feminist genealogies. The aim of this course is to examine the body as a cultural text-archive in threefold sense of the term 'archive': a) as that which regulates what can be said/understood (Foucault); b) '*somateca*', i.e. the place where biopolitical regimes are inscribed. (Preciado); and c) more generally, archive as a storage room where one can track and document a memory from the past made present and, in the case of the body, presence.

Competences

English Studies

- Analysing the formal, thematic, cultural and historical characteristics of the works of literary creation and reflection on literature of different languages and countries.
- Applying different analytical tools to several types of literary works.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.

Spanish Language and Literature

- Analysing the formal, thematic, cultural and historical characteristics of the literary works and works of reflection on literature of different languages and countries.
- Applying different analytical tools to several types of literary works.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills 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 to undertake further training with a high degree of autonomy.

Catalan and Spanish

- Analysing the formal, thematic, cultural and historical characteristics of the works of literary creation and reflection on literature of different languages and countries.
- Applying different analytical tools to several types of literary works.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.

English and Catalan

- Analysing the formal, thematic, cultural and historical characteristics of the works of literary creation and reflection on literature of different languages and countries.
- Applying different analytical tools to several types of literary works.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.

English and Classics

- Analysing the formal, thematic, cultural and historical characteristics of the works of literary creation and reflection on literature of different languages and countries.
- Applying different analytical tools to several types of literary works.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.

English and Spanish

- Analysing the formal, thematic, cultural and historical characteristics of the works of literary creation and reflection on literature of different languages and countries.
- Applying different analytical tools to several types of literary works.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.

English and French

- Analysing the formal, thematic, cultural and historical characteristics of the works of literary creation and reflection on literature of different languages and countries.
- Applying different analytical tools to several types of literary works.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.

Spanish Language and Literature

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Use the methodology and concepts of literary analysis taking into account sources and contexts.

English Studies

- Identify and analyse the main currents, genres, works and authors in English and comparative literature.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Analyse the formal, thematic, cultural and historical characteristics of works of literary creation and reflection on the literature of different languages and countries.
2. Argue about several issues and literary problems for the purpose of different works and the assessment of the results.
3. Arguing about several issues and literary problems for the purpose of different works and the assessment of the results.
4. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
5. Carry out a play for the development of a subject-related work.
6. Carrying out a planning for the development of a subject-related work.
7. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
8. Critically interpret literary works taking into account the relationships between the different fields of literature and their relationship with human, artistic and social areas.
9. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
10. Demonstrate knowledge of the basic theoretical foundations of the main methods and trends in literature and criticism.
11. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
12. Place the literary texts in their corresponding formal and cultural contexts.
13. Placing the literary texts in their corresponding formal and cultural contexts.
14. Present works in formats tailored to the needs and personal styles, both individual and small group.
15. Solve problems related to the theoretical foundations and the main concepts in the study of literary criticism.
16. Solving problems about writers, methods and currents of comparative literature, and connecting them with knowledge of other humanistic disciplines.
17. Solving problems related to the study of different literatures.
18. Submitting works in accordance with both individual and small group demands and personal styles.
19. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.

Content

Bloc I

¿Does literature have gender and/or sexuality?

The gender and / or textuality imprint in literary texts. Authorship: writing like a woman. Reading as a feminist, as an act of reading. The tasks of a feminist critique. Traditions and genealogies. Challenging the canon, the methodologies, and the traditional instruments in the literary critique. The political subject of feminism(s). The literary corpus and the body.

Bloc II

What intersections operate in the texts and bodies?

Reading from class, race, desire and coloniality. Race as a theoretical basis for intersections. The racial nullification and its discontents. "Travesti" readings and their entry into the (against) canon. Faggy readings and the "mariconista" critique. Reading critically the heterosexual man.

Bloc III

Gender and discourses

The development of feminist theory: waves and discourses. Definitions of social sex and gender. The sex-gender system. Sex / gender / sexuality relationships.

Bloc IV

Sexuality images

Representations and changes of female and male sexualities in Literature. Practices and social control. Sadomasochism reviews. The denied sex

Methodology

Learning of this course is distributed as follows:

- Instructor-directed activities (30%). Lecture with ICT support and in-class participation & discussion.
- Instructor-supervised activities (25%). Oral presentations, reviews, or papers (individual or in group) will be made following a specific set of guidelines given by the instructor.
- Independent activities (45%). Comprehensive and critical reading of literary and theoretical texts. Making outlines and concept maps, and writing summaries.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecture with ICT support and debate in a large group.	25	1	13, 12, 9, 7, 19
Type: Supervised			
Oral presentations, papers, reviews or course work (individual or in group) will be carried out based on a guideline. Tutorships.	48	1.92	3, 2, 13, 12, 6, 5, 9, 7, 18, 11, 14, 19
Type: Autonomous			

Comprehensive and critical reading of literary and theoretical texts. Making outlines, conceptual maps and summaries.	60	2.4	3, 2, 13, 12, 6, 5, 9, 7, 18, 11, 14, 19
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Assessment

The Student:

Should present, at the end of the course, a theoretical reading in class (the time of the talk is 30 minutes) and guide the subsequent debate. This task is group oriented. It will be added to the interventions in the classroom to sum up 40% of the final grade. This activity is NOT recoverable.

At the end of each thematic block -according to the calendar marked by the teachers- a critical review must be handed out to the teachers. This critical review refers to, complets or unfolds one or several of the aspects that had appear in the lectures or discussions raised in the classroom. Each critical review was worth 20% (3 in total) and constituted a continuous evaluation system that was worth the remaining 60% of the final grade. The students who do not complete this percentatge because did not follow the guidelines and the assigned dates, will have to take a recovery exam, in order to collect that 60% of the grade.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Critical Review 2	20%	5	0.2	3, 2, 13, 12, 6, 5, 9, 7, 8, 18, 11, 14, 19
Critical Review 3	20%	5	0.2	3, 2, 13, 12, 6, 5, 9, 7, 8, 18, 11, 14, 19
Critical review 1	20%	6	0.24	3, 2, 13, 12, 6, 5, 9, 7, 8, 18, 11, 14, 19
Oral presentation and debate	40%	1	0.04	1, 3, 2, 4, 10, 13, 12, 6, 5, 9, 7, 8, 18, 11, 14, 15, 17, 16, 19

Bibliography

Supportive Bibliography:

Adán, Carme. *Feminismo e coñecemento. da experiencia das mulleres ao ciborg*. A Coruña: Espiral Maior Universitas, 2003.

Andrés, Rodrigo (ed.). *Homoerotismos literarios*. Barcelona: Icaria, 2011.

Butler, Judith. *Cuerpos que importan. Sobre los límites materiales y discursivos del "sexo"*.

Traducción de Alcira Bixio. Barcelona: Paidós, 2002.

Butler, Judith. *Deshacer el género*. Traducción de Patricia Soley-Beltrán. Barcelona: Paidós, 2006.

- Butler, Judith. *El género en disputa. El feminismo y la subversión de la identidad*. México: Paidós, 2001.
- Carbonell, Neus i Meri Torras (eds.). *Feminismos literarios*. Madrid: Arco libros, 1999.
- Castrejón, María. *Que me estoy muriendo de agua. Guía de narrativa lésbica española*. Madrid-Barcelona: Egales, 2008.
- Clúa, Isabel (ed). *Género y cultura popular. Estudios culturales*. Bellaterra: Edicions UAB, 2008. Ciplijauskaité, Biruté. *La construcción del yo femenino en la literatura*. Cádiz: Publicaciones de la Universidad de Cádiz, 2004.
- Cixous, Hélène. *La risa de la Medusa. Ensayos sobre la escritura*. Traducción de Ana María Moix. Barcelona: Anthropos, 1995.
- De Lauretis, Teresa. *Diferencias. Etapas de un camino a través del feminismo*. Madrid: Horas y horas, 2000.
- Falconí Trávez, Diego. "La heteromarcageidad contradictoria como herramienta crítica cuy-r en las literaturas andinas", *Revista Interdisciplinaria de Estudios de Género* no. 8, 2021.
- Fe, Marina (ed). *Otramente. Lectura i escritura feminista*. México: FCE, 1999.
- Fernández, Josep-Anton i Adrià Chavarría (eds.). *Calçasses, gallines i maricons*. Barcelona: Angle editorial, 2008.
- Fuss, Diana. *En essencia*. Traducció d'Eva Espasa. Vic: Eumo, 1996.
- González, Helena e Isabel Clúa (eds.). *Máxima audencia. Cultura popular y género*. Barcelona: Icaria, 2011.
- Haraway, Donna. *Ciencia, cyborgs y mujeres. La reinención de la naturaleza*. Trad. Manuel Talens. Madrid: Cátedra, 1991.
- Horswell, Michael. *Decolonizing the Sodomite. Queer Tropes on Sexuality in Colonial Andean Culture*, University of Texas Press, 2005.
- Julià, Lluïsa. *Tradició i ofensa*. Palma de Mallorca: Lleonard Muntaner, 2007.
- Llamas, Ricardo. *Teoría torcida. Prejuicios y discursos en torno a "la homosexualidad"*. Madrid: siglo XXI, 1998.
- Lugones, María. "Colonialidad y género", *Tabula Rasa* 9, 2008, 73-101.
- Marçal, Maria-Mercè. *Sota el signe del drac*. Barcelona: Proa, 2004.
- Medina, Raquel y Barbara Zecchi (eds.). *Sexualidad y escritura (1850-2000)*. Barcelona: Anthropos, 2002.
- Mérida, Rafael M. *Sexualidades transgresoras*. Barcelona: Icaria, 2002.
- Mérida, Rafael M. *Manifiestos gays, lesbianos y queer. Testimonios de un alucha (1969-1994)*. Barcelona: Icaria, 2009.
- Missé, Miquel y Gerard Coll-Planas (eds.). *El género desordenado. Críticas en torno a la patologización de la transexualidad*. Barcelona-Madrid: Egales, 2010.
- Moi, Toril. *Teoría literaria feminista*. Madrid: Cátedra, 1988.
- Nieto Piñeroba, José Antonio. *Transexualidad, intersexualidad y dualidad de género*. Barcelona: Edicions Bellaterra, 2008.

Specific bibliography will be given for each subject of the course.

Software

MOODLE.

Word processing (with the possibility of conversion to Word and pdfs).

Pdf reader

Power point or similar.

TEAMS

Free software is welcome, as long as the documents can be delivered in the required format.