

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 |
| 2504211 Spanish Language and Literature | OT | 3 | 1 |
| 2504211 Spanish Language and Literature | OT | 4 | 1 |
| 2504212 English Studies | OT | 3 | 1 |
| 2504212 English Studies | OT | 4 | 1 |

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Diego Falconi Trávez

Irene Zurrón Servera

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':

- As that which regulates what can be said/understood (Foucault).
- 'Somateca', i.e. the place where biopolitical regimes are inscribed (Preciado).

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.

Moreover, the course aims to approach texts from the perspective of critical theories that focus on difference and alterity, while destabilizing categories such as 'subject' or 'humanity'.

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.
- Demonstrating they know the basic theoretical foundations of the main methods and currents of literature and criticism.
- Interpreting and assessing literary texts and explaining the process results.
- 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.
- Summarising the basic theoretical foundations of the reflection on literature in every of its forms since ancient times.

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. Arguing about several issues and literary problems for the purpose of different works and the assessment of the results.
3. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
4. Carrying out a planning for the development of a subject-related work.
5. Critically interpret literary works taking into account the relationships between the different fields of literature and their relationship with human, artistic and social areas.
6. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.

7. Demonstrate knowledge of the basic theoretical foundations of the main methods and trends in literature and criticism.
8. Identifying and explaining the basic characteristics of literary texts and the interpretation process.
9. Place the literary texts in their corresponding formal and cultural contexts.
10. Solve problems related to the historical contextualization of literary texts.
11. Solve problems related to the theoretical foundations and main concepts of the study of literary criticism.
12. Solve problems related to the theoretical foundations and the main concepts in the study of literary criticism.
13. Solving problems about writers, methods and currents of comparative literature, and connecting them with knowledge of other humanistic disciplines.
14. Solving problems related to the study of different literatures.
15. Submitting works in accordance with both individual and small group demands and personal styles.
16. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.

Content

Block I

- RELATIONSHIPS BETWEEN SEX/TEXTUAL GENRES
- LITERARY CORPUS AND BODY
- THE GENEALOGY OF THE LOOK

Block II

- BODY ARRANGEMENT AND TEXTUAL CANON
- INTERSECTIONALITY: RACE
- INTERSECTIONALITY: COLONIALITY

Block III

- DESIRES, EMOTIONS AND AFFECTIONS
- ECOCRITICISM AND ANIMALITY
- POSTHUMANISM

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. | 42 | 1.68 | 9, 6, 16 |
| Type: Supervised | | | |
| Oral presentations, papers, reviews or course work (individual or in group) will be carried out based on a guideline. Tutorships. | 35 | 1.4 | 2, 9, 4, 6, 15, 16 |
| Type: Autonomous | | | |
| Comprehensive and critical reading of literary and theoretical texts. Making outlines, conceptual maps and summaries. | 70 | 2.8 | 2, 9, 4, 6, 15, 16 |

Assessment

The student must compulsorily carry out the readings before class throughout the course. The three assessment activities are based on the assigned theoretical texts and class sessions and are described below:

1. Exercise 1. It is an individual analysis exercise that is carried out in class. 35%
2. Exercise 2. It is an individual analysis exercise that is carried out in class. 35%
3. Oral presentation. It is a group exercise of analysis, presentation and debate that is carried out in class. 30%

Special evaluation

If the student decides to be evaluated as "evaluación única" the student must take a written exam (50%) and an oral test (50%) that includes the entire class syllabus and all the readings. To request it, the dates expressed in the UAB calendar must be respected. This evaluation will occur during one particular day to all students that want to take it.

Re-evaluation

To be part of the reevaluation processed the student must have a note on 2 of the 3 evaluations. The group presentation cannot be re-evaluated.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---------------------|-----------|-------|------|-----------------------|
| In-class exercise 1 | 35% | 1 | 0.04 | 2, 7, 9, 6, 5, 15, 16 |
| In-class exercise 2 | 35% | 1 | 0.04 | 2, 7, 8, 6, 5, 15, 16 |

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.
- Braidotti, Rosi (2020). *Coneixement posthumà*. Barcelona: Arcàdia.
- 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. Ciplijauskaitė, Birutė. *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 cu-y-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 Chavarria (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 reinvención 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 ofenosa*. 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.

Pons, Margalida (2020). "Emocions proscrietes: escriptura, gènere, afectes i algunes veus de la poesia catalana contemporània", *452°F. Revista electrònica de teoria de la literatura y literatura comparada*, 22, 39-59.

Segarra, Marta (2013). *Escriure el desig. De La celestina a Maria-Mercè Marçal*. Catarroja: Editorial Afers.

Segarra, Marta (2022). *Humanimals*. Barcelona: Galaxia Gutenberg.

Weik, Alexa (2017). *Affective ecologies. Empathy, emotion, and environmental narrative*. Columbus: The Ohio State University Press.

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.