

Degree	Type	Year
2504211 Spanish Language and Literature	OT	3
2504211 Spanish Language and Literature	OT	4
2504212 English Studies	OT	3
2504212 English Studies	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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).
- 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

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. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
3. Critically interpret literary works taking into account the relationships between the different fields of literature and their relationship with human, artistic and social areas.
4. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
5. Demonstrate knowledge of the basic theoretical foundations of the main methods and trends in literature and criticism.
6. Solve problems related to the theoretical foundations and the main concepts in the study of literary criticism.
7. Solving problems about writers, methods and currents of comparative literature, and connecting them with knowledge of other humanistic disciplines.
8. Solving problems related to the study of different literatures.

### 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

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecture with ICT support and debate in a large group.	42	1.68	
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	
Type: Autonomous			
Comprehensive and critical reading of literary and theoretical texts. Making outlines, conceptual maps and summaries.	70	2.8	

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
In-class exercise 1	35%	1	0.04	3, 4, 5
In-class exercise 2	35%	1	0.04	3, 4, 5
Oral presentation	30%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8

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%), present and explain a conceptual map of an assigned theoretical text (15%), and pass an oral test (35%) 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.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

## 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. 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 heteromarcageneidad 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 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 audiencia. 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. *Tradicció i ofenesa*. 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 proscrites: escriptura, gènere, afectes i algunes veus de la poesia catalana contemporània", *452ºF. 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.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed

PROVISIONAL