

Degree	Type	Year
2504212 English Studies	OT	3
2504212 English Studies	OT	4
2504380 English and Catalan Studies	OT	3
2504380 English and Catalan Studies	OT	4
2504386 English and Spanish Studies	OT	3
2504386 English and Spanish Studies	OT	4
2504393 English and French Studies	OT	0
2504393 English and French Studies	OT	3
2504393 English and French Studies	OT	4
2504394 English and Classics Studies	OT	3
2504394 English and Classics Studies	OT	4

Contact

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Teaching groups languages

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

Prerequisites

A C2 level of English, together with an interest in Gender Studies, social and cultural theory and criticism in English.

Objectives and Contextualisation

The primary objective of this subject is to introduce students to Gender Studies from a literary and cultural perspective. It aims at stimulating critical thinking regarding gender and the different social categories that configure the debates, the representation and the construction of gender. This subject introduces students to the main critical debates and currents extant in English.

Competences

English Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Demonstrate skills to work autonomously and in teams to fulfil the planned objectives.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources for the collection and organisation of information.
- Use written and spoken English for academic and professional purposes, related to the study of linguistics, the philosophy of language, history, English culture and literature.

English and Catalan Studies

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Critically evaluate the literary and cultural production in the Catalan and English languages and their historical and social context.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Make correct use of written and spoken English for academic or professional purposes, related to the study of language, history, culture and literature.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Use digital tools and specific documentary sources to gather and organise information.

English and Spanish Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, history, culture and literature.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

English and French Studies

- Apply scientific ethical principles to information processing.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.
- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

English and Classics Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Apply the methodology of analysis and knowledge of genres, metrics and stylistics to comment on literary texts and analyse the culture and history of English-speaking countries and the ancient world.

- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Develop arguments applicable to the fields of literature, culture and linguistics and evaluate their academic relevance.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.
- Use written and spoken English correctly for academic and professional purposes related to the study of English linguistics, history, culture, and literature.

Learning Outcomes

1. Analyse and interpret at an advanced level any aspect of current culture and society in the English language and its textual representation.
2. Analyse sex/gender inequalities and gender biases in transnational, cultural and gender studies.
3. Apply the acquired work planning methodologies to individual and group professional tasks.
4. Apply the work-organisation methodologies acquired to individual and group-based professional tasks.
5. Assess how stereotypes and gender roles affect transnational, cultural and gender studies.
6. Carry out bibliographic searches of secondary sources related to current culture and society in English and their textual representation, using digital technologies (catalogues and databases).
7. Critically analyse the principles, values and procedures governing transnational, cultural and gender studies.
8. Demonstrate an understanding of compulsory texts on the cultural history of the British Isles and the United States.
9. Develop advanced-level critical arguments applied to the interpretation of primary and secondary sources dealing with current English-language culture and society and its textual representation.
10. Discuss with critical arguments orally in the classroom primary and secondary sources dealing with current English language culture and society and their textual representation.
11. Distinguish principal ideas from secondary ideas and summarise literary, audiovisual and essayistic texts related to current culture and society in the English language and their textual representation.
12. Explain the explicit or implicit code of ethics of transnational, cultural and gender studies.
13. Express oneself effectively by applying argumentative and textual procedures in formal and scientific texts, in the language studied.
14. Express oneself fluently, correctly, appropriately and effectively, both orally and in writing, in an academic environment.
15. Express oneself in English orally and in writing in an academic register and using appropriate terminology in relation to cultural, transnational and gender studies in English-speaking countries.
16. Identify the main inequalities and discriminations in terms of sex/gender present in society.
17. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
18. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
19. Locate and organise relevant English-language information available on the internet, databases and libraries, and apply this to work and/or research environments.
20. Locate specialised and academic information and select this according to its relevance.
21. Participate in face-to-face and virtual discussions in English on topics related to current culture and society in the English language and their textual representation.
22. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
23. Produce works in which the fundamental digital and bibliographic tools for the field of study are applied.
24. Rigorously assess the values conveyed by the texts analysed, making constructive criticism.
25. Take part in face-to-face and online debates in English on topics related to the culture and society in English and their representation in texts.
26. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

1. Women's Studies and Gender Studies
2. Gender in the Continuum of History and Literature
3. Feminist Epistemologies and its Normative Challenges
4. Gender and Intersectionality

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures with ICT support and group debates	45	1.8	8, 19, 24, 25
Type: Supervised			
Individual paper according to suggested guidelines	31	1.24	8, 19, 21, 24
Type: Autonomous			
Critical reading of literary texts and literary, social and social theory	70	2.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26

Unit 1: Women's Studies and Gender Studies

Feminist Theory: from Margin to Center, Bell Hooks, 2014 [1989]

Selection of secondary sources and readings. Conceptual maps.

Unit 2: Gender in the Continuum of History and Literature

New Feminist Literary Studies, Jennifer Cooke (ed)., 2020.

Selection of secondary sources and readings. Conceptual maps.

Unit 3: Feminist Epistemologies, Bodies and Normative Challenges

Gender Trouble: Feminism and the Subversion of Identity, Judith Butler, 2018 [1990]

Selection of secondary sources and readings. Conceptual maps.

Unit 4: Gender and Intersectionality

Intersectionality, Lisa Katrin Losleben, Lisa Katrin, Sarah Musubika. Kimberlé Crenshaw, 2023.

Selection of secondary sources and readings. Conceptual maps.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class Debates	10%	1	0.04	1, 2, 3, 4, 5, 7, 9, 10, 11, 14, 16, 22, 23, 26
Class Exercise: Position Paper	30%	1	0.04	1, 2, 5, 7, 11, 14, 18, 23, 24
Exam	40%	1	0.04	1, 7, 9, 13, 16, 18, 19, 20, 22, 23, 24
Reflective Piece	20%	1	0.04	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 25, 26

Assessment is based on the following items:

Two essays (30% + 20%) = 50%

Exam: 40%

Attendance and participation in class debates = 10%

Definitive dates for each of the above exercises will be published at the start of the course.

On carrying out each assessment 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.

All exercises are COMPULSORY

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than two thirds of the assessment items.

Reassessment conditions:

Students whose final average mark of the two exams is between 3,5 and 4,9 are eligible for re-assessment.

The specific re-assessment activity will be confirmed by the lecturer.

The only pass mark awarded in re-assessment is a 5.

In case students cannot take the exam on the date set up by the teacher for justified medical reasons, a different date can be agreed on with the lecturer.

Reassessment is available ONLY to students who have failed the initial assessment; it is NOT available to students who have passed but wish to improve their final grade.

Plagiarism:

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.

Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

Single Assessment:

Students who opt for this will be required to take the following assessment, which will be scheduled on a single day:

Exam 1 (Units 1 and 2) (45%)

Exam 2 (Units 3 and 4) (45%)

Class attendance and participation (10%)

The same re-assessment method as continuous assessment will be used.

Procedure for Reviewing Grades:

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

Adams, Carol J., Lori Gruen. *Ecofeminism, Second Edition: Feminist Intersections with Other Animals and the Earth*. London: Bloomsbury, 2022.

Ahmed, Sara. *Living a Feminist Life*. Durham: Duke University Press, 2017.

Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. Oxford: Oxford University Press, 1987.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge, 2006.

Connell, Raewyn. *Gender in World Perspective*. Chicago: Pluto Press, 2019.

Cooke, Jennifer. *New Feminist Literary Studies*, Jennifer Cooke (ed). Cambridge: Cambridge University Press, 2020.

Davis, Angela. *Women, Race & Class*. London: Penguin, 2019.

Faye, Shon. *The Transgender Issue: An Argument for Justice*. London: Penguin, 2022.

Friedan, Betty. *The Feminine Mystique*. London: Penguin, 2010.

Hooks, Bell. *Feminist Theory: from Margin to Center*. Chicago: Pluto Press, 2014.

Losleben, Lisa Katrin, Sarah Musubika. *Intersectionality*. London: Routledge, 2023.

Naples, Nancy. *A Companion to Women's and Gender Studies*. London: Wiley-Blackwell, 2020.

Rooney, Ellen. *The Cambridge Companion to Feminist Literary Theory*. Cambridge: Cambridge University Press, 2006.

Sullivan, Alice, Selina Todd. *Sex and Gender: A Contemporary Reader*. London: Routledge, 2023.

Todd, Janet. *The Sign of Angellica: Women, Writing and Fiction, 1660-1800*. New York: Columbia University Press, 1989.

Toi, Moril. *What is a Woman? And Other Essays*. Oxford: Oxford University Press, 1999.

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

Software

UAB Moodle/Campus virtual

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	English	second semester	morning-mixed
(TE) Theory	1	English	second semester	morning-mixed