

Degree	Type	Year
2503878 Sociocultural Gender Studies	FB	1

## Contact

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## Teaching groups languages

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

## Prerequisites

Students must have the necessary linguistic knowledge to be able to express themselves correctly both in writing and orally.

## Objectives and Contextualisation

This subject aims to promote critical reflection on the ability of language and discourses to intervene in the constr

The objective is to examine language as a cultural, conventional and evolving product that is influenced by and p

## Learning Outcomes

1. CM17 (Competence) Use inclusive discursive resources in work, education and spaces for coexistence.
2. CM39 (Competence) Solve problems in the professional sphere using positive and inclusive communicative practices.
3. KM70 (Knowledge) Recognise the power language has to influence the construction of gender.
4. SM19 (Skill) Recognise the referential universe of written and oral texts, literary and non-literary, and in different languages.
5. SM20 (Skill) Propose mechanisms to promote the use of non-sexist language in educational settings.
6. SM21 (Skill) Use language in a way that does not discriminate against any gender identity.
7. SM22 (Skill) Produce an organised and politically correct speech, orally and in writing, in the relevant language and accurately using the necessary vocabulary.

## Content

LESSON 1. Introduction to language and discourse.

LESSON 2. Relations between language and gender.

LESSON 3. Linguistic sexism, stereotypes and gender roles in communication.

LESSON 4. Discussions and proposals for non-sexist uses of language.

LESSON 5. Subversion strategies.

LESSON 6. Language and gender in literature and culture.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lessons, seminars and supervised practice	45	1.8	
Reading and analysis of texts	30	1.2	
Type: Supervised			
Mandatory tutorials	5	0.2	
Oral presentations and discussions	25	1	
Type: Autonomous			
Elaboration of works and projects	45	1.8	

- Directed activities, made up of theoretical classes, debates and classroom practices (face-to-face or virtual).
- Autonomous activities, where the reading of the proposed texts and the preparation of works are included.
- Supervised activities, which must allow the preparation of a group work and its presentation.

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
Critical essay	30%	0	0	CM17, CM39, KM70, SM19, SM20, SM21, SM22
Oral presentation (team work)	30%	0	0	CM17, KM70, SM19, SM21, SM22
Written exam	40%	0	0	CM17, CM39, KM70, SM19, SM22

- The final mark will be the average of the marks of the three assessment activities. In order to pass the course it is necessary to obtain at least an average grade of 5.
- At the time of each evaluation activity, the teacher will inform the students of the procedure and the date of revision of the grades.
- Students will receive a Failing grade if they have not submitted one of the assessment activities.
- Students will receive the grade of Not assessed as long as they have not submitted two or more of the assessment activities.
- Students who obtain a final grade of less than 5 can take remedial exam if they have attended at least 2 of the 3 assessment activities.
- A good command of the oral and written language is required. Spelling and grammatical errors will discount 0.25 each one.
- 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.
- 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.

Assessment activities	Description	Value
Critical essay	The work will have to demonstrate the reading of the bibliography and the capacity for critical reflection. The teacher will propose the topics.	30%
Presentation	The presentation (face-to-face or virtual) will be prepared in group. It must be about a topic related to the content of the subject, which must have been agreed with the teacher.	30%
Final exam	The exam will evaluate the theoretical and practical contents that will have been studied throughout the semester and will have a mixed format that will include: test questions, reflection questions and text analysis. The teacher will indicate the date of the exam at the beginning of the course.	40%

## UNIQUE ASSESSMENT

The student who opts for the unique assessment must complete three assessment activities:

Assessment activities	Description	Value
Critical Essay	The work will have to demonstrate the reading of the bibliography and the capacity for critical reflection. The teacher will propose the topics.	
Critical comment on the readings	Guided critical and reflective commentary on required readings.	30%

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Final exam	The exam will evaluate the theoretical and practical contents that will have been studied throughout the semester and will have a mixed format that will include: test questions, reflection questions and text analysis. The teacher will indicate the date of the exam at the beginning of the course.	40%
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Both papers will be delivered on the same day as the final exam.

## Bibliography

Beard, Mary (2018). *Mujeres y poder*. Barcelona: Editorial Crítica.

Butler, Judith (2004). *Lenguaje, poder e identidad*. Madrid: Editorial Síntesis.

Calero, María Ángeles (1999). *Sexismo lingüístico: Análisis y propuestas ante la discriminación sexual en el lenguaje*. Madrid: Narcea Ediciones.

Carbonell, Neus & Torras, Meri (1999). *Feminismos literarios*. Madrid: Arco Libros.

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Fernández, Anna María (2012). *La violencia en el lenguaje o el lenguaje que violenta. Equidad de género y lenguaje*. México: Ítaca Editorial / UAM.

Foucault, Michel (2007). «Método». In: *Historia de la sexualidad 1. La voluntad de saber*. México: Siglo XXI Editores.

Marçal, Maria-Mercè (2004). *Sota el signe del drac*. Barcelona: Proa.

Platero, Lucas, Roson, María & Ortega, Esther (2016). *Barbarismos queer y otras esdrújulas*. Barcelona: Bellaterra.

Philips, Susan, Steele, Susan & Tanz, Christine (1999). *Lengua, género y sexo desde una perspectiva comparada*. Quito: Abya Ayala.

Fe, Marina (coord.) (1999). *Otramente, lectura y escritura feministas*. México: PUEG / FFyL / FCE.

Sau, Victoria (2000). *Diccionario ideológico feminista*. Vol.I, II and III. Barcelona: Icaria.

Segarra, Marta (2021). *Comunidades con acento*. Barcelona: Icaria.

Spivak, Gayatri Chakravorty (2020). «Poden parlar els subalterns?». *L'Espill*, num. 63-64, p. 177-233.

Subirats, Marina (2013). *Forjar un hombre, moldear unamujer*. Barcelona: Editorial Aresta.

Tannen, Deborah (1996). *Género y discurso*. Barcelona: Editorial Paidós.

Woolf, Virginia (2014). *Una cambrà pròpia*. Sabadell: La Temerària Editorial.

## Software

Just the usual software.

## Language list

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