

## Literature, Genres and Sexuality

Code: 100263  
ECTS Credits: 6

**2025/2026**

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

## Contact

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## Teachers

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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':

- a) As that which regulates what can be said/understood (Foucault).
- b) '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

### 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	5, 4, 3
In-class exercise 2	35%	1	0.04	5, 4, 3

Oral presentation	30%	1	0.04	1, 2, 5, 4, 3, 6, 8, 7
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#### Continuous assessment

The student will have to do the mandatory readings before class throughout the course. The three evaluation activities are based on the assigned theoretical texts and the class sessions as described below:

1. Exercise 1. This is an individual analysis exercise to be done in class. 35%
2. Exercise 2. This is an individual exercise of analysis to be done in class. 35%
3. Oral presentation. This is a group exercise of analysis, presentation and debate that is done in class. 30%

In case of any irregularity by the student that may lead to a significant variation in the qualification of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that may be instituted. In the event of several irregularities in the assessment acts of the same subject, the final grade for this subject will be 0.

#### Single assessment

Those students who choose the single evaluation will have to take:

1. First written exam (25%)
2. Second written exam (25%)
3. An oral exam (50%)

The date of this single assessment will be indicated in the schedule at the beginning of the course

At the time of each evaluation activity, the teacher will inform the students (Moodle) of the procedure and the date of revision of the grades.

#### Re-evaluation

At least 2 of the 3 classroom exercises must be completed in order to be able to take the retake exam, which will consist of: the commentary of two textual fragments of 25% each, and a theoretical development question (50%).

#### Not evaluable

If sufficient evaluation material is not provided (at least 30% of the evaluable activities), a grade of not evaluable will be obtained.

#### Use of AI

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks, such as bibliographic or information search, proofreading or translations. The student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. Non-transparency of the use of AI in this evaluable activity will be considered academic dishonesty and may result in a partial or total penalty in the grade of the activity, or higher penalties in serious cases.

## Bibliography

Supportive Bibliography:

Adán, Carme. *Feminismo e coñecemento. da experiencia das mulleres ao cíborg*. 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 discurivos del "sexo"*.

Traducción de Alcira Bixio. Barcelona: Paidós, 2002.

Butler, Judith. *Deshacer el género*. Traducción de Patrícia 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. Cipliauskaité, 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 heteromaricageneidad 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.

Fernàndez, Josep-Anton i Adrià Chavarria (eds.). *Calçasses, gallines i maricons*. Barcelona: Angle editorial, 2008.

Fuss, Diana. *En essència*. Traducció d'Eva Espasa. Vic: Eumo, 1996.

González, Helena e Isabel Clúa (eds.). *Máxima audacia. 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.

Julia, Lluïsa. *Tradició i orfenesa*. 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: Egalets, 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", *452°F. Revista electrònica de teoría 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). *Humanimales*. 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.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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