

Degree programme	Type	Course
English Studies	OP	3
English Studies	OP	4
English and Catalan Studies	OP	3
English and Catalan Studies	OP	4
English and Spanish Studies	OP	3
English and Spanish Studies	OP	4
English and French Studies	OP	4
English and Classics Studies	OP	3
English and Classics Studies	OP	4

Contact lecturer

Name : Carme Font Paz

Email : carme.font@uab.cat

Group languages

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

Prerequisites

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

Objectives

The primary objective of this course is to introduce students to Gender Studies from a literary and cultural perspective. It aims to stimulate critical thinking about gender and the various social categories that shape debates on gender, as well as its representation and construction. The course introduces students to the major critical debates and theoretical approaches developed in English.

Learning outcomes

1. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
2. 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.
3. 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.
4. Critically analyse the principles, values and procedures governing transnational, cultural and gender studies.
5. Analyse sex/gender inequalities and gender biases in transnational, cultural and gender studies.

6. Assess how stereotypes and gender roles affect transnational, cultural and gender studies.
7. Apply the acquired work planning methodologies to individual and group professional tasks.
8. Locate and organise relevant English-language information available on the internet, databases and libraries, and apply this to work and/or research environments.
9. Rigorously assess the values conveyed by the texts analysed, making constructive criticism.
10. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
11. Express oneself fluently, correctly, appropriately and effectively, both orally and in writing, in an academic environment.
12. Locate specialised and academic information and select this according to its relevance.
13. Produce works in which the fundamental digital and bibliographic tools for the field of study are applied.
14. Identify the main inequalities and discriminations in terms of sex/gender present in society.
15. 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.
16. Apply the work-organisation methodologies acquired to individual and group-based professional tasks.
17. 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.
18. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
19. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
20. Express oneself effectively by applying argumentative and textual procedures in formal and scientific texts, in the language studied.
21. Demonstrate an understanding of compulsory texts on the cultural history of the British Isles and the United States.
22. 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.
23. Explain the explicit or implicit code of ethics of transnational, cultural and gender studies.
24. 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).
25. 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.
26. Discuss with critical arguments orally in the classroom primary and secondary sources dealing with current English language culture and society and their textual representation.
27. 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.
28. Analyse and interpret at an advanced level any aspect of current culture and society in the English language and its textual representation.

Contents

1. Gender in History and Literature: Global Debates
2. Feminist Epistemologies and Social Change: Data Feminism
3. The Body and Normative Challenges: Identities under Construction
4. Androcentrism in the Anthropocene: Intersectionality and Masculinity Studies

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lectures with ICT support and group debates	45	1.8	
Critical reading of literary texts and literary, social and social theory	70	2.8	
Individual paper according to suggested guidelines	31	1.24	

Unit 1: Gender in History and Literature: Global Debates.

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

Selection of secondary sources and readings. Conceptual maps.

Unit 2: Feminist Epistemologies and Social Change: Data Feminism.

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

Selection of secondary sources and readings. Conceptual maps.

Unit 3: Bodies and Normative Challenges: Identities under Construction.

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

Selection of secondary sources and readings. Conceptual maps.

Unit 4: Androcentrism in the Anthropocene: Intersectionality and Masculinity Studies.

Intersectionality: Origins, Contestations, Horizons, Anna Carastathis, 2016.

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Class Debates	10%	1	0.04	9, 10, 11, 12, 13, 14, 15, 16
Reflective Piece	20%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8
Class Exercise: Position Paper	30%	1	0.04	22, 23, 24, 25, 26, 27, 28
Exam	40%	1	0.04	17, 18, 19, 20, 21

Assessment is based on the following items:

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

Exam: 40%

Attendance and participation in class debates = 10%

Students will obtain a not assessed/not submitted course grade unless they have submitted more than 30 % of the assessment items.

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

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.

All exercises are compulsory.

Reassessment:

Students whose final average mark of the two exams is between 3.5 and 4.9 are eligible for re-assessment.

Under continuous assessment, students must have been assessed in activities representing at least two thirds of the final grade.

The three assessment items (the two essays and the exam) are eligible for reassessment.

The reassessment will consist of either a two-hour written examination covering topics related to the course or an equivalent essay.

The date and place for the exam or the essay's submission will be published by the faculty by mid-June.

The reassessment mark is not restricted. The maximum possible grade is 10.

In the event 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 teacher.

Erasmus and exchange students requesting an earlier examination must provide written justification from their home university.

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.

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) (50%)

Exam 2 (Units 3 and 4) (50%)

The same assessment method as continuous assessment will be used.

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.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded

a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Bibliography

Class Readings:

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 2011.

Carastathis, Anna. *Intersectionality: Origins, Contestations, Horizons*. Nebraska: Nebraska University Press, 2016.

Cooke, Jennifer. *New Feminist Literary Studies*. London: Cambridge University Press, 2020.

Hooks, Bell. *Feminist Theory: from Margin to Center*. New York: Routledge, 2014.

Recommended 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.

Bottici, Chiara. *Anarchafeminism: An Introduction and Guide*. London: Bloomsbury, 2021.

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

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

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

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

Finke, Laurie. *Feminist Theory, Women's Writing*. Ithaca: Cornell University Press, 2018.

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

Gottzén, Lucas, Ulf Mellström, Tamara Shefer. *Routledge International Handbook of Masculinity Studies*. London: Routledge, 2020.

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.

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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	English	second semester	morning-mixed
(PAUL) Classroom practices	1	English	second semester	morning-mixed