



Universidade de Vigo

Materia: Literatura y perspectivas de género en el ámbito anglófono

Araceli González Crespán (UVigo), COORDINADORA

María Frías Rudolphi (UDC)

Laura Lojo Rodríguez (USC)

GUÍA DOCENTE E MATERIAL DIDÁCTICO

2021/2022

MÁSTER INTERUNIVERSITARIO EN ESTUDOS INGLESES AVANZADOS E AS SÚAS APLICACIÓNS

AUTORES: María Frías Rudolphi, Araceli González Crespán, Laura M^a Lojo Rodríguez
Edición electrónica. 2021

ADVERTENCIA LEGAL: Reservados todos os dereitos. Queda prohibida a duplicación total ou parcial desta obra, en calquera forma ou por calquera medio (electrónico, mecánico, gravación, fotocopia ou outros) sen consentimento expreso por escrito dos autores.

SUBJECT NAME

Literature and gender perspectives in the anglophone world

ECTS CREDITS

3 ECTS

TYPE OF SUBJECT

Optional

SEMESTER

Second Semester

RECOMMENDED REQUISITES

None

OBJECTIVES

- To become acquainted with major seminal feminist works and authors
- To engage in theoretical discussion on genre studies
- To apply a particular feminist framework to the analysis of individual literary works

COMPETENCIAS / COMPETENCES

- G01, G02, G04, G05, G06
- E09, E11

CONTENTS

This course will approach Literature(s) in English from a feminist perspective by examining the following issues: the relationship between the politics of writing and gender, feminism, feminist and women's writing, the literary canon and gender, Anglo-American and French feminist criticism, Afro-American feminist criticism and *Queer Studies*. Students will further look into women's writing produced in different historical periods, and will examine major themes, characters, and the historical context in which those works were produced, which will enable them to apply these theoretical tools to varied literary traditions.

TEACHING METHODOLOGY

- Lectures: students will become acquainted with varied theoretical tools and their application to literature
- Seminars: student-centred sessions
- Individual tasks in the virtual campus: online learning and interaction
- Online tutorials: student tasks, revision, book browse, databases, readings, brainstorming, group collaboration
- Online discussion

ACADEMIC ACTIVITIES

Work time has been calculated according to the following variables

- a) Total number of hours = 75
- b) Top classroom work time = 14
- c) Top work time through the virtual platform = 10
- d) Students individual work time = 51

<i>Classroom work time</i>	<i>Hours</i>	<i>Work time through the virtual platform</i>	<i>Hours</i>	<i>Students individual work time</i>	<i>Hours</i>
<i>Lectures</i>	5	<i>Participation in forums and debates</i>	4	<i>Study time (individual or in groups)</i>	11
<i>Seminars, discussion, oral presentations, etc.</i>	7	<i>Reading quizzes</i>	4	<i>Writing tasks, or any other work related to this course</i>	20
<i>Tutorials</i>	2	<i>Self-assessment tasks</i>	2	<i>Bibliographical search and reading</i>	20
<i>Classroom work time</i>	14	<i>Total amount of work time through the virtual platform</i>	10	<i>Students individual work time</i>	51

ASSESSMENT

- Initial level test
- Continuous assessment: *participation in seminars and the other course activities* (30%)
- Final assessment: *brief oral presentation and/or written paper on an assigned topic*. (70%)
- In all other cases (students unable to attend classes, students retaking the course, etc.): assessment will be based on the final written examination (= 100%)
- The assessment procedure applies to both opportunities (May and July)

BIBLIOGRAFÍA RECOMENDADA / RECOMMENDED BIBLIOGRAPHY

Butler, Judith 1990: *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge

----- **2004: *Undoing Gender*. New York and London: Routledge.**

- Eagleton, Mary (ed) 1986: *Feminist Literary Theory. A Reader*. Cambridge, MASS: Blackwell.
- Hall, Donal E. and Annamariel Jagose (eds) 2012. *The Routledge Queer Studies Reader*. London: Routledge. (Selected chapters).
- Hill-Collins, Patricia (1990: *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.
- hooks, bell *Ain't I A Woman? Black Women and Feminism* (1987). New York: Pluto
- Irigaray, Luce 1991: "The Bodily Encounter with the Mother". *The Irigaray Reader*. Margaret Whitford, ed. London: Blackwell. 34–46.
- Kristeva, Julia 1984: *Revolution in Poetic Language*. New York: Columbia UP.
- _____ 1997: 'Stabat Mater'. Diana Tietjens Meyers, ed. *Feminist Social Thought*. London: Routledge. 302–19.
- Lovaas, Ella and Yep (eds). 2006. *LGBT Studies and Queer Theory: New Conflicts, Collaborations, & Contested Terrain*. New York: Harrington Park P.
- Rich, Adrienne 1976: *Of Woman Born: Motherhood as Experience and Institution*. London: Virago.
- Ruddick, Sara 2009: 'On Maternal Thinking'. *Women's Studies Quarterly* 37.3&4: 305–400.
- Suleiman, Susan Rubin 1988: 'On Maternal Splitting: A Propos of Mary Gordon's *Men and Angels*'. *Signs* 14.1: 25–41.
- Walker, Alice 2000: *In Search of our Mothers' Garden: Womanist Prose*. London: The Women's Press
- Woolf, Virginia [1929] 1992. *A Room of One's Own*. Harmondsworth: Penguin.
- Worthington, Anne (2013). *Queer Sexualities. Staking Out New Territories in Queer Studies*. London: Inter-Disciplinary P. (selected chapters).

OTRA INFORMACIÓN Y/O RECOMENDACIONES /FURTHER

INFORMATION AND RECOMMENDATIONS

- At the beginning of the course, there will be a list of literary texts for reading and in-class discussion.
- **CONTINGENCY PLANS:** In the event of contingencies that may alter the proposed system of evaluation, adaptations will be carried out complying to the norms, rules and procedures devised by the corresponding university.