



Teaching Guide

| Identifying Data | | | | 2016/17 |
|---------------------|--|--------|---------------------------------------|---------|
| Subject (*) | Literatura Inglesa e Xénero | Code | 613G03043 | |
| Study programme | Grao en Inglés: Estudos Lingüísticos e Literarios | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Fourth | Optativa | 4.5 |
| Language | English | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Filoloxía Inglesa | | | |
| Coordinador | Gomez Blanco, Carlos Juan | E-mail | carlos.gomez@udc.es | |
| Lecturers | Gomez Blanco, Carlos Juan Nuñez Puente, Carolina | E-mail | carlos.gomez@udc.es c.nunez@udc.es | |
| Web | | | | |
| General description | Study of literature in English from the perspective of gender. | | | |

Study programme competences

| Code | Study programme competences |
|------|--|
| A1 | Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria. |
| A2 | Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual. |
| A3 | Coñecer as correntes teóricas da lingüística e da ciencia literaria. |
| A6 | Ter un dominio instrumental avanzado oral e escrito da lingua inglesa. |
| A11 | Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada. |
| A14 | Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos. |
| A15 | Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica. |
| A16 | Ter un coñecemento avanzado das literaturas en lingua inglesa. |
| A19 | Coñecer a situación sociolingüística da lingua inglesa. |
| B1 | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información. |
| B2 | Manexar ferramentas, programas e aplicacións informáticas específicas. |
| B3 | Adquirir capacidade de autoformación. |
| B4 | Ser capaz de comunicarse de maneira efectiva en calquera contorno. |
| B6 | Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva. |
| B7 | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico. |
| B8 | Apreciar a diversidade. |
| B10 | Comportarse con ética e responsabilidade social como cidadán/a e profesional. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C4 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |

Learning outcomes

| Learning outcomes | Study programme competences | | |
|--|-----------------------------|----------------|----|
| Integrate literary knowledge in the socio historic context | A2 A15 | B5 B8 B9 | C5 |



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| Fluency in English in order to write essays and make oral presentations of research work. | A1 A2 A3 A6 A11 A15 A16 | B1 B2 B3 B4 B6 B7 B8 B10 | C2 C3 C4 |
| Ability to organize and synthesize knowledge and personal input. | A2 A15 | B5 B7 B8 B9 | C5 |
| Widen knowledge of literary theory | A1 A2 A3 A11 A14 A15 A19 | B1 B3 B4 | C2 C3 C4 |
| Ability for critical analysis of (literary) texts from different periods and countries. | A1 A2 A3 A6 A11 A14 A16 A19 | B1 B2 B3 B4 B7 B8 | |

| Contents | |
|---|---|
| Topic | Sub-topic |
| 1. The politics of writing: The question of gender in English literature 2. Myths of womanhood (and manhood). 3. Gender and the canon. 4. Introduction to early women writers. Reception and censorship. Pros and amateurs. 5. The 20th century: Female aesthetics. | 1. Characters and writers. The male perspective. 2. Heroes and Heroines in western culture. A brief view, focusing on the periods from Elizabethan to modern times. (Greek and ancient Christian cultures too.) 3. The role of Angloamerican/French feminist criticism and Gay Studies. 4. Individual writers. Aphra Behn, Mary Astell, Mary Wollstonecraft, Hannah Moore, Jane Austen and the eighteenth-century novel by women. 5. Modern Feminism(s) Compulsory readings: -Theory classes: John Vanbrugh, The Relapse Jane Austen. Sense and Sensibility (and) Pride and Prejudice |
| "TGR" SEMINARS I. Gender, sex, sexuality. II. Gender, class and ethnicity. III. Gender and globalization | 1. Jamaica Kincaid (Girl): daughterhood, gender roles, race, class, etc. 2. Meridel Le Sueur (Annunciation): motherhood and social class 3. Gish Jen (Birthmates): fatherhood, masculinity, and race 4. Chitra Divakaruni (Affair): female self, cultural custom, and (in)fidelity 5. Sandra Cisneros (Selected poems): female subjectivity, (de/re)construction, and heterosexuality |

Planning



| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
|---------------------------------|---|----------------------|-------------------------------|-------------|
| Workbook | A2 A15 A1 A2 A3 A6 A11 A14 A15 A16 A19 B5 B7 B8 B9 B1 B2 B4 B6 B7 B10 C5 C2 C3 C4 | 0 | 25 | 25 |
| Document analysis | A2 A15 A1 A2 A3 B5 B7 B9 B2 B3 B4 B6 B8 B10 C2 C5 | 10 | 10 | 20 |
| Directed discussion | A2 A6 B8 C2 | 5 | 5 | 10 |
| Supervised projects | A1 A2 A6 C7 C2 | 0 | 15 | 15 |
| Oral presentation | A1 A2 A6 A15 | 1 | 1.5 | 2.5 |
| Guest lecture / keynote speech | A1 A15 B5 C5 | 14 | 7 | 21 |
| Mixed objective/subjective test | A1 A2 A6 A15 B5 B7 C2 C5 | 2 | 15 | 17 |
| Personalized attention | | 2 | 0 | 2 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------------------------|--|
| Methodologies | Description |
| Workbook | The students are to read the compulsory sources and whatever photocopies they are provided with. |
| Document analysis | Lectures: General issues and textual analysis (DE). Small groups: textual analysis (TGR) |
| Directed discussion | Small groups (TGR): discussion and textual analysis from a gender perspective (vid. reading list of PRÁCTICAS). |
| Supervised projects | Lectures (DE): 5 page essay on an aspect from Behn or Austen's texts. Small groups (TGR): Textual analysis from a gender perspective (vid. list of themes/topics for PRÁCTICAS in CONTENTS). Length: 6-8 double-spaced A4 pages. OBLIGATORY. |
| Oral presentation | PRÁCTICAS: oral presentation of an essay. OBLIGATORY. |
| Guest lecture / keynote speech | Lectures on the contents of the course. |
| Mixed objective/subjective test | Final exam. |

| Personalized attention | |
|--|--|
| Methodologies | Description |
| Supervised projects Oral presentation | The student is to present a project in class (PRACTICAS) and write another individual essay or PROJECT (TEORIA), and he or she must contact the teachers so that his or her work may be revised as it progresses and the corresponding teacher's advice may be followed. |

| Assessment | | | |
|---------------|--------------|-------------|---------------|
| Methodologies | Competencies | Description | Qualification |



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| Supervised projects | A1 A2 A6 C7 C2 | 2 PROJECTs or essays done individually on issues related to gender in literature written in English (vid. contents and reading lists). The project corresponding to "prácticas" (TGR) or the small groups: 1.5 points (OBLIGATORY, 6-8 pages, 15%). The project corresponding to "teoría" (DE) or the whole-group sessions: 1 point (5-7 pages, 10%). | 25 |
| Oral presentation | A1 A2 A6 A15 | Orally presented PROJECT (obligatory) in the small-group classes (TGR). Done in Powerpoint. 1.5 points. | 15 |
| Directed discussion | A2 A6 B8 C2 | Making use of readings, analyses and explanations done in all classes, a debate must be established over them so that the students may participate and further their knowledge and textual-analysis competence. (small group classes) | 5 |
| Document analysis | A2 A15 A1 A2 A3 B5 B7 B9 B2 B3 B4 B6 B8 B10 C2 C5 | In the PRÁCTICAS or small-group classes, it will consist of literary commentary and textual analysis, which is the most important didactic method used in PRÁCTICAS (beside directed discussions), but also frequent in DE lectures. Some of these exercises will be marked by both teachers. PRÁCTICAS (TGR): 1.5 points (15%). TEORÍA (DE): 1 point (10%). Textual analysis will be also an important element in the January/July exams (see MIXED TEST below). | 25 |
| Mixed objective/subjective test | A1 A2 A6 A15 B5 B7 C2 C5 | Mixed (theoretical/practical) exam: objective test + essay/textual commentary | 30 |
| Others | | eeee | |

Assessment comments

ASSESSMENT D.E. (50% of the course; Dr. C. J. Gómez): Textual analysis done in class: 1 point; 5-7 page essay: 1 point; exam: 3 points.

ASSESSMENT PRÁCTICAS (50% of the course; Dr. Carolina Núñez): 30% PROJECT (15% essay + 14% oral presentation + 1% active participation in debates); 20% textual analyses. Students must get 2 out of 5 points in each part or half, and the average must be at least 5. Written essays must be handed in before the deadline set by the teacher, and always before the course is over. For the July assessment students will have to take an exam (50% of the final mark) and do (oral/written) exercises of textual analysis (50% of the final mark). Those students that have already done acceptable exercises and essays will not have to write new ones. Those students that fail or do not complete the first-chance (January) or second-chance (July) assessment will appear as Non Presentado only if they carried out or handed in less than 50% of the continuous assessment activities during the course (including both theory and practice classes). As established by the Vicerreitorado de Organización Académica e Titulacións, those students that fail in the first-chance assessment and do not take the second-chance tests will appear as "suspenso" DISPENSA ACADÉMICA: Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, should contact the teacher at the beginning of the course. These students will be assessed in either of the opportunities according to the same criteria specified for the second opportunity. Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

Sources of information

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| Basic | <p>FONTES PRIMARIAS: Textos de lectura obrigatoria (Prof. Gómez): John Vanbrugh, The Relapse; Jane Austen. Sense and Sensibility; Pride and Prejudice</p> <p>PRÁCTICAS - Textos de lectura obrigatoria (Prof. Carolina Nuñez):</p> <ol style="list-style-type: none"> Jamaica Kincaid (Girl): daughterhood, gender roles, race, class, etc. Meridel Le Sueur (Annunciation): motherhood and social class Gish Jen (Birthmates): fatherhood, masculinity, and race Chitra Divakaruni (Affair): female self, cultural custom, and (in) fidelity Sandra Cisneros (Selected poems): female subjectivity, (de/re)construction, and heterosexuality |
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| Complementary | <p>FONTES SECUNDARIAS: Susan Heinzelman (). Women Gender and Literature e-Journal. Univ. of Texas Lizbeth Goodman (1996). Literature and Gender. Routledge. LondonEagleton, Mary (1998). Feminist Literary Criticism. Longman. LondonGómez Lara, Manuel J., and Juan A. Prieto Pablos. The Ways of the Word: An Advanced Course on Reading and the Analysis of Literary Texts. Huelva: U de Huelva, 1994. Miles, Rosalind (1987). The Female Form. Women Writers and the Conquest of the Novel.Routledge.LondonOxford Handbook of Feminist Theory. Eds. Lisa Disch and Mary Hawkesworth. Oxford: OUP, 2016.Brizee, Allen. Gender Studies and Queer Theory. Purdue Univ. Indiana. 2010.Gilbert, Sandra, & Susan Gubar. The Madwoman in the Attic. Yale Univ. Press, 2000.Gilbert, S. Feminist Literary Theory and Criticism. Norton, 2007.Glen A. Love. Practical Ecocriticism. Univ. of Virginia Press, 2003.Ledger, Sally. Fiction and Feminism at the fin de siècle. Manchester: Manchester University Press, 1997.Ledger, Sally and Luckhurst, Roger.The Fin de Siécle. A Reader in Cultural History, 1880-1900. Oxford: OUP, 2009.Morris, Pam.Literature and Feminism.London: Blackwell, 1993.Pykett, Lynn. Engendering Fictions. The English Novel in the Early 20th Century. London: Arnold, 1995.Queertheory.com.Ruthven, K.K. Feminist Literary Studies. An Introduction. Cambridge:CUP, 1984.Showalter, Elaine. A literature of their Own: British Women Novelists from Brontë to Lessing. London: Routledge, 1989.Stone, Lawrence. The Family, Sex and Marriage in England, 1500-1800. Abreviada. Penguin, 1990.Todd, Janet. The Sign of Angellica: Women, Writing and Fiction, 1600-1800. Columbia UP, 1992.Todd, Janet.Feminist Literary History. London: Polity Press, 1988.WEBBLOGRAPHY:The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008.</p> <p>Webhttp://feminism.eserver.orghttp://www.wright.edu/~martin.maner/18cwoman.htmlhttp://www.cddc.vt.edu/feminismhttp://andromeda.rutgers.edu/~jlynch/Lit/http://vos.ucsb.edu/</p> |
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Recommendations

Subjects that it is recommended to have taken before

- Literatura Inglesa 1/613G03010
- Literatura Inglesa 2/613G03017
- Cultura e Civilización dos Países de Fala Inglesa/613G03022
- Literatura Norteamericana 1/613G03024
- Literatura Poscolonial/613G03026
- Técnicas de Redacción e Argumentación/613G03027
- A Literatura Inglesa e a súa Crítica/613G03032

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.