



## Guía Docente

Datos Identificativos					2022/23
Asignatura (*)	Literatura e perspectivas de xénero no ámbito anglófono	Código	613505117		
Titulación	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)				
Descritores					
Ciclo	Período	Curso	Tipo	Créditos	
Mestrado Oficial	2º cuatrimestre	Primeiro	Optativa	3	
Idioma	Inglés				
Modalidade docente	Híbrida				
Prerrequisitos					
Departamento	Letras				
Coordinación	Barros Grela, Eduardo	Correo electrónico	eduardo.barros@udc.es		
Profesorado	Barros Grela, Eduardo	Correo electrónico	eduardo.barros@udc.es		
Web	www.imaes.eu/?page_id=31				
Descrición xeral	<p>Both historically and theoretically African American feminist critics have angrily argued and furiously defended that White feminist thought has little?if any?to do with Black feminist literary criticism. Instead of ?feminism? (meaning Western and white feminism), African American writer Alice Walker has come up with a different (and more inclusive) term: ?womanism?</p> <p>The purpose of this course is to concentrate on and explore Black feminist thought, and to examine representative African American feminist theories to later analyze some works by canonized and emerging new female voices in African/Caribbean/African American literature. Although this is not a course in comparative feminist theories?White vs. Black feminist thought?we will start by reading brief excerpts from specific essays where white feminists break?as Tillie Olsen puts it?white women?s silences. We will basically deal with African and African American women?s silences, and their angry, subversive, and loud voices.</p>				

## Competencias / Resultados do título

Código	Competencias / Resultados do título
A7	E07. Capacidade para analizar distintos tipos de discursos e xéneros discursivos orais e/ou escritos en lingua inglesa.
A9	E09. Coñecemento dos principais modelos e recursos de investigación literaria/cultural no ámbito anglófono
A10	E10. Capacidade de utilizar as técnicas empregadas para a análise de textos artísticos e culturais no ámbito anglófono
A11	E11. Capacidade para identificar e analizar as características máis relevantes da cultura e das institucións do ámbito anglófono a través de diversos tipos de textos pertencentes a diferentes épocas históricas.
A12	E12. Capacidade para comprender diferentes achegas teóricas e críticas así como a súa aplicación á análise de textos literarios e culturais no ámbito anglófono.
A13	E13. Coñecemento das relacións entre as principais manifestacións artísticas e literarias no ámbito anglófono.
B1	CB6. Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación.
B5	CB10. Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo.
B6	CX1. Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo
B7	CX2. Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses
B9	CX4. Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral.
B10	CX5. Habilidade para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses
B11	CX6. Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias.
B14	CX9. Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses



B15	CX10. Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.
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Resultados da aprendizaxe			
Resultados de aprendizaxe		Competencias / Resultados do título	
Students will learn about the literary discourse of critical scholars and writers of the African Diaspora.		AI7	B11
Students will learn about the diversity and complexity of the different multi-ethnic cultures these writers of African descent belong to (or reject).		AI9	B15
Students will take advantage of the criticism and theory available on the subject (Black Feminist Thought) and will be encouraged to compare and contrast it with Western feminists schools and/or approaches.		AI10	B16
After the reading and analysis of criticism, fiction and/or autobiographies on the various ways women of African descent have historically perceived them (or being perceived by others), students might better understand the social and political struggles that are still going on (and failing) worldwide to defend that the lives of black girls and women do matter.		AI11	B17
By reading both works of fiction and theory written by writers of the African Diaspora, students will get access to first-hand information about the reality of the so-called Other.		AI12	B19
By reading writers of African descent who belong in the Diaspora, students will get a better grasp of women (together with men and children) as migrating subjects AND objects. This knowledge will allow them to look at current migration stories and policies all around the world (but, this time, the so-called Middle Passage finds an echo in the Mediterranean Sea).		AI13	B110
			B111
			B114
			B115

Contidos	
Temas	Subtemas
1. INTRODUCTION	Introduction
2. FEMINIST SISTERHOODS	Women's marginal position
3.- WOMEN AND FEMINISMS	Margins, centers, and spaces.
4.- SEXUAL OPTIONS, MASCULINITIES, and HOMOPHOBIA.	LGBTI discourses
5.- AFROPOLITANS AND FEMINISMS IN THE DIASPORA.	5.1. New Cosmopolitan Voices. 5.2. Modernity versus Tradition. 5.3. Women/Mothers as Victims and Victimizers.

Planificación				
Metodoloxías / probas	Competencias / Resultados	Horas lectivas (presenciais e virtuais)	Horas traballo autónomo	Horas totais
Lecturas	A9 A11 B6 B7 B9 B10 B11	10	29	39
Presentación oral	A9 B6 B9 B10 B14 B15	1	10	11
Sesión maxistral	A7 A9 A10 A11 B5 B6 B7	7	0	7
Traballos tutelados	A9 A11 A12 A13 B1 B7 B9 B10	1	12	13
Atención personalizada		5	0	5

\*Os datos que aparecen na táboa de planificación son de carácter orientativo, considerando a heteroxeneidade do alumnado

Metodoloxías	
Metodoloxías	Descrición



Lecturas	<p>Students are expected to read assigned required readings BEFORE class starts.</p> <p>Students are also expected to read the feminist criticism and theory material thoroughly, and to participate freely and regularly in classroom discussions.</p> <p>Students are provided with two different types of readings:</p> <p>1) Required readings: Here we include different genres (from short stories to poems or essays and novels) by representative writers of the African Diaspora.</p> <p>2) Critical readings: Here we include a number of scholarly articles and essays written by outstanding critics on the field of Feminisms, Black Feminist Thought, or Feminisms of the African Diaspora.</p>
Presentación oral	<p>ALL students are expected to prepare a class presentation (15 to 20 minutes max.) on one or more critical articles included in the Syllabus.</p> <p>They will have to summarize main relevant ideas and provide examples and quotations from article.</p> <p>They will have to evaluate that reading and present their own critical opinions (pros and cons).</p> <p>They will point at a particular required reading/author that can be read in view of the article/s chosen.</p> <p>Students should come prepare with comments and or questions for their class-mates.</p> <p>This is a power-point presentation. Students should include audio-visual material related to the topic (an interview with author, if available; a documentary; illustrations, and the like).</p>
Sesión maxistral	<p>This teaching method is practice-oriented, and it puts the emphasis on how to learn.</p> <p>The lecture (practice-oriented) goes two ways. Basically, it should work more as a dialogue (between lecturer and students) than a monologue. Lecture, thus, should help to start different dialogues.</p> <p>Students are introduced to the socio-historical context of Africans in the Diaspora and to key concepts in Black Feminist criticism and theory.</p> <p>For each particular writer included in the required reading list, students will get familiar with general information about the author and her/his time. Information on critical reception, controversial readings, and new approaches will be provided.</p> <p>This introductory &amp;quot;lectures&amp;quot; will be followed by a discussion (where students are the protagonists), as well as by a session on comments and questions.</p> <p>If possible, we might have a guest who would complement our goals.</p>
Traballos tutelados	<p>ALL students are expected to write an original comparative essay with a critical framework that highlights a Black Feminist approach. Students can, of course, compare and contrast different critical theories (Western Feminisms versus Black Feminisms) within the paper.</p> <p>For this comparative essay students can choose to compare a text from the required readings list with a film or a documentary since students will be provided with a list of &amp;quot;ALTERNATIVE MATERIAL&amp;quot; that includes both fiction and audio visual material (films, documentaries, speeches, etc).</p>

## Atención personalizada

Metodoloxías	Descrición
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<p>Presentación oral</p> <p>Traballos tutelados</p>	<p>ORAL PRESENTATION.</p> <p>Before students choose topic for his/her oral presentation they should contact me to discuss different possibilities and approaches.</p> <p>Teacher will provide students with the necessary information to organize and prepare for their class presentation (number of slides, selection of quotations, choice of audio-visual material, etc).</p> <p>Students should contact instructor in case they might need any extra advice.</p> <p>Instructor should approve oral presentation once the work is done.</p> <p>After class presentation and discussion are over, instructor will meet with the student to comment on the student's strenghts and overall performance.</p> <p>COMPARATIVE ESSAYS</p> <p>Students should inform instructor choice of topic, authors, texts chosen and critical approach for the comparative essay.</p> <p>There will be a tutorial to make it clear basic needs as far as form and content are concerned.</p> <p>Instructor would suggest relevant theory to be used by student and recommend revisions of first draft.</p> <p>Students should have tha approval of instructor to start working on comparative essay.</p> <p>Instructor and students will meet periodically when and if necessary for tutorials.</p>
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Avaliación			
Metodoloxías	Competencias / Resultados	Descrición	Cualificación
Lecturas	A9 A11 B6 B7 B9 B10 B11	<p>Since students are expected to read assigned required readings BEFORE class, we will start by commenting on specific assigned text.</p> <p>Students should come prepared to class with comments and or questions on the specific text.</p> <p>Students's own voice, originality, creativity and challenging readings would be taken into account</p>	15
Presentación oral	A9 B6 B9 B10 B14 B15	<p>For class presentation, students should provide a close reading as well as an indepth analysis of one or two theory essays (included in the bibliography list).</p> <p>The purpose is for each student to critically introduce one/two particular articles/essays to the rest of the class, and engage in a dialogue with the other students.</p> <p>This is a power point presentation.</p> <p>Students are encouraged to include audio-visual material such as documentaries, video clips or film trailers.</p> <p>Students should highlight most interesting/innovative /controversial/ difficult points and provide quotations from the article.</p> <p>They should come prepare to ask questions to the audience and respond accordingly.</p>	30
Traballos tutelados	A9 A11 A12 A13 B1 B7 B9 B10	<p>ALL students should write a comparative essay and provide a Black Feminist/s reading.</p> <p>Texts for comparaisn should be chosen from the Required List readings.</p> <p>Students are encouraged to use the theoretical articles included in bibliography as well as any other material.</p>	50



Sesión maxistral	A7 A9 A10 A11 B5 B6 B7	<p>The lectures that introduce each particular section on black feminist thoughts and black feminist writers/orators matter.</p> <p>Students are expected to use some of that general or more specific information on the subject when working on their class presentations and/or comparative essays.</p> <p>As it could not be otherwise, the general content of the lectures dialogue with the more specific information students learn about (contradictory/controversial) critical approaches and their authors.</p> <p>Introductory lectures are, thus, part and parcel of the whole course.</p>	5
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Observacións avaliación



EXEMPTION. Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force in the three universities participating in the programme, and provided they comply with the assessment systems that are specified in the teaching guides for each module. Students should be aware, however, that not attending two or more classroom sessions may affect their final grades. Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied to the July opportunity. Students who do not submit a supervised project, or who fail to submit at least 50% of the other tasks for assessment, will be graded as absent from assessment (NO: no presentado). Students who do not pass in the first opportunity will be able to re-sit in July, when they will be required to demonstrate that they have acquired the skills for each module via two types of assessment: a supervised project with the same percentage value and characteristics as in the first opportunity, plus the exercises agreed upon with the lecturer(s) as a substitute for the other activities of the module.

Students with special needs should contact lecturer. For more information they can also contact ADI office (Ext. 5622) or [adi@udc.es](mailto:adi@udc.es).

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Bibliografía básica

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  - Bobo, Jacqueline (2001). *Black Feminist Cultural Criticism*. Blackwell
  - Christian, Barbara (1980). *Black Women Novelists: The Development of a Tradition*. Praeger
  - Braxton, Joanne (1989). *Black Women in the Whirlwind*. Rutgers
  - Christian, Barbara (2007). *New Black Feminist Criticism*. University of Illinois
  - Hill Collins, Patricia (1991). *Black Feminist Thought*. Rutgers
  - Hill Collins, Patricia (2005). *Black Sexual Politics: African Americans, Gender, and the New Racism*. Routledge
  - Hill Collins, Patricia (2012). *On Intellectual Activism*. Temple University P
  - Mohanty, Chandra Talpade (2003). *Feminism without Borders: Decolonizing Theory*. Duke University
  - hooks, bell (1999). *Ain't I a Woman? Black Women and Feminism*. South End P.
  - hooks, bell (1999). *Feminist Theory: From Margin to Center*. London: Pluto
  - Lorde, Audre (2007). *Sister Outsider: Essays and Speeches*. Crossing Press
  - Smith, Barbara (1983). *Home Girls: A Black Feminist Anthology*. Kitchen Table
  - Adichie, Chimamanda Ngozi (2014). *We Should All Be Feminists*. HarperCollins
- Reading lists will be provided the first day of classes. GENERAL BIBLIOGRAPHY BLACK FEMINIST THOUGHT
- Bobo, Jacqueline (ed). *Black Feminist Cultural Criticism*. [L2A-1076] Braxton, Joanne (ed). *Wild Women in the Whirlwind: Afro-American Culture and the Contemporary Literary Renaissance*. [L2-1584] Christian, Barbara. *Black Women's Novelists: The Development of a Tradition (1892-1976)*. [Filoloxía Bib Rec L2-1613]---. *New Black Feminist Criticism 1985-2000* [Fil Bib Rec L2-3478] Collins, Patricia Hill. *Black Feminist Thought (1991)* [Socioloxía DSOC 7854] Davis, Angela. *Women, Race, and Class*. New York: Vintage, 1981. Hill Collins, Patricia. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, 1990.---. *Black Sexual Politics*. [L2A-802]---. *On Intellectual Activism* [CC Educación P2-1501] hooks, bell. *Ain't I a Woman?: Black Women and Feminism*. [CC Edu S1-5175 *Black Looks Race and Representation*. Boston: South End P, 1992. [L2A 429]---. *Feminist Theory. From Margin to Center*. London: Pluto P, 2000. [L2A 474]---. *Talking Back: Thinking Feminist, Thinking Black*. [Socioloxía S7-B-11] Hull, Gloria T., Patricia Bell Scott, and Barbara Smith (eds). *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave*. New York: The Feminist P, 1982. James, Joy and T. Denean Sharpley-Whiting. *The Black Feminist Reader*. Oxford: Blackwell, 2000. Lorde, Audre. *Sister Outsider: Essays and Speeches*. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practising Solidarity (2003)* [HF-1498] Schockley, Ann Allen. *Loving Her (1997)* [L2t-SHOCKLEY-lov]---. *The Black Lesbian in American Literature: An Overview?* in *Home Girls*. Ed. Barbara Smith [83-93] Smith, Barbara (ed). *All the Women Are White, All the Blacks Are Men, But Some Of Us Are Brave*. [L2A-105]---. *Home Girls. A Black Feminist Anthology*. New York: Kitchen Table P, 1983. [Socioloxía S7-B-1] Smith, Valerie. *Not Just Race, Not Just Gender (Black Feminist Reader)*. [FILDEP- 19577] 6.- GENERAL BIBLIOGRAPHY BLACK FEMINIST THOUGHT
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<b>Bibliografía complementaria</b>	<ul style="list-style-type: none"><li>- (). .</li><li>- Phillis Wheatley (1773). On Being Brought from Africa to America (poem).</li><li>- Sojourner Truth (1845). Ain't I a Woman? (Speech).</li><li>- Maria Stewart (1832). Why Sit Ye Here and Die? (essay).</li><li>- Alice Walker (1976). Advancing Luna and Ida B. Wells (short story). New York: Anchor</li><li>- Toni Cade Bambara (1990). Witchbird (short story). New York: Anchor</li><li>- Paule Marshall (1990). Reena (short story). New York: Anchor</li><li>- Z.Z. Parker (2003). Drinking Coffee Elsewhere (short story) . New York: Riverhead</li><li>- Taiye Selasi (2011). The Sex Lives of African Girls (short story). GRANTA 2011</li><li>- Toni Morrison (1983). Recitatif (short story).</li><li>- Edwidge Danticat (2015). Breath, Eyes, Memory (novel). London: Soho</li></ul>
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**Recomendacións**

**Materias que se recomenda ter cursado previamente**

Modelos de interpretación literario-cultural nos países de fala inglesa /613505008

Literatura e diversidade cultural no ámbito anglófono /613505015

**Materias que se recomenda cursar simultaneamente**

Modelos de interpretación literario-cultural nos países de fala inglesa /613505008

**Materias que continúan o temario**

**Observacións**

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