



Teaching Guide

Teaching Guide				
Identifying Data				2020/21
Subject (*)	English Literature and Gender		Code	613G03043
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Fourth	Optional	4.5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Gomez Blanco, Carlos Juan	E-mail	carlos.gomezb@udc.es	
Lecturers	Gomez Blanco, Carlos Juan	E-mail	carlos.gomezb@udc.es	
Web				
General description	Study of literature in English from the perspective of gender.			
Contingency plan	1. Modifications to the contents None. 2. Methodologies *Teaching methodologies that are maintained All of them. *Teaching methodologies that are modified All classes and commentaries done in Moodle or Teams in the scheduled time. The oral presentations and debate through Teams. Should there be problems with Teams, the presentation may be videotaped and sent through Moodle. 3. Mechanisms for personalized attention to students Webmail, Moodle and Teams. Moodle/teams classes will have the same schedule as if they were done at the university. 4. Modifications in the evaluation None *Evaluation observations: Students with dispensation will do the same essay and exam. The textual commentaries done in class will be replaced by one done the day of the exam. The oral presentation of the essay may be done at a different time (not necessarily during classes) but always days before the period of exams. Should that be the case, the debate would be marked according to the responsiveness of the student during the presentation. 5. Modifications to the bibliography or webgraphy None			

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/á 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
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. Gay Studies.	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: John Vanbrugh, <i>The Relapse</i> Jane Austen. <i>Sense and Sensibility</i> (and) <i>Pride and Prejudice</i> Charlotte Perkins Gilman, <i>"The Yellow Wallpaper"</i>; Kazuo Ishiguro. <i>"Crooner"</i> and <i>"Nocturne"</i> in <i>Nocturnes: Five Stories</i> Optional: <i>Hotel du Lac</i>, by Anita Brookner
"TGR"; SEMINARS I. Gender and sexuality. II. Gender, class and ethnicity. III. Patriarchy and its stigmas.	Passages from Vanbrugh, Austen, Gilman, Brookner and Ishiguro. A few passages from other textos: by Astell, Wollstonecraft, Meredith, Woolf, Cisneros, Gilbert & Gubar, etc.

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 C5 C2	10	10	20
Directed discussion	A2 A6 B8 C2	5	5	10
Supervised projects	A1 A2 A6 C2 C7	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	A 7-8 page essay on an aspect from Vanbrugh's, Austen's, Perkins' or Ishiguro's texts. Length: A minimum of 6 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
Supervised projects	A1 A2 A6 C2 C7	1 PROJECT or essay done individually on issues related to gender in literature written in English (vid. contents and reading lists). 7-8 double-spaced pages.	15
Oral presentation	A1 A2 A6 A15	Orally presented PROJECT (which is compulsory) in the small-group classes (TGR). Done using 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 C5 C2	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. 2.5 points (25%). TEORÍA (DE): Though literary commentaries done in class will be less frequent in this hour, they may be also marked. 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: an essay and a textual commentary.	40
Others		eeee	

Assessment comments



Students must get at least 1.6 out of 4 in the exam and 2.4 out of 6 points in continuous evaluation parts, 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.

The essay is to be delivered by Dec 15th and June 15th. NO COPYING. Original essays: To detect plagiarism, the application Turnitin could be used. This application recognises papers previously turned in by other people (or the student him/herself) at this university or other universities. For the July assessment students that have not done or passed any part earlier will have to take an exam (40% of the final mark) and do (written) exercises of textual analysis plus the project (60% in all 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

Basic	FONTES PRIMARIAS: Textos de lectura obligatoria: John Vanbrugh, The Relapse; Jane Austen. Sense and Sensibility; Pride and Prejudice; Charlotte Perkins Gilman, "The Yellow Wallpaper"; Kazuo Ishiguro. "Crooner" e "Nocturne" en Nocturnes: Five Stories; PRÁCTICAS Se proporcionarán pdfs, fotocopias o links con documentos.
Complementary	FONTES SECUNDARIAS: Susan Heinzelman (). Women Gender and Literature e-Journal. Univ. of Texas Lizbeth Goodman (1996). Literature and Gender. Routledge. London; Eagleton, Mary (1998). Feminist Literary Criticism. Longman. London; Gómez 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. London; Oxford 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 Siècle. 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. WEBBLOGGRAPHY: The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web: http://feminism.eserver.org http://www.wright.edu/~martin.maner/18cwoman.html http://www.cddc.vt.edu/feminism http://andromeda.rutgers.edu/~jlynch/Lit/ http://vos.ucsb.edu/

Recommendations

Subjects that it is recommended to have taken before



Literatura Inglesa 1/613G03010

Literatura Inglesa 2/613G03017

English Literature (16th and 17th Centuries)/613G03021

Culture and Civilisation of English-Speaking Countries/613G03022

North American Literature 1/613G03024

Postcolonial Literature/613G03026

Writing and Argumentation Skills/613G03027

English Literature and Literary Criticism/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.