



Universitat de Lleida

DEGREE CURRICULUM  
**SPECIAL TOPICS IN ENGLISH  
LITERATURE AND CULTURE**

Coordination: PUJOLRAS NOGUER, ESTHER

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	SPECIAL TOPICS IN ENGLISH LITERATURE AND CULTURE			
<b>Code</b>	101295			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	4	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	4	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	PUJOLRAS NOGUER, ESTHER			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	22,5 lectures 127,5 independent work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	Theoretical credits: 2 Practical credits: 4			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CAÑADAS RICO, ARIADNA	ariadna.canadas@udl.cat	1,4	
PUJOLRAS NOGUER, ESTHER	esther.pujolras@udl.cat	4,6	

## Learning objectives

### General Objectives

To apply literary theory to the critical analysis of texts in English.

To understand literature as art and cultural product and, therefore, to be able to decipher the interaction of literature with specific socio-historical contexts.

To Identify and assess the contributions of women to artistic creations throughout history.

To acknowledge the fight against power relations and gender codes carried out in art in the context of feminism, LGBTI and queer criticism.

### Specific Objectives

- To understand and analyse the concepts of gender violence, symbolic violence and domestic violence through literature.
- To use critical concepts and vocabulary from feminist and gender studies, so as to be able to carry out well-documented and well-founded analyses of literary works that explore issues of history and trauma, and of the construction of identity and symbolic violence.
- To re-assess the position of women in society and the relevance of the feminist movement within the cultural and literary history of the English-speaking countries.
- To explore the relationship between "race" and gender.
- To identify the patriarchal essence of colonialism and thereby situate feminism within the postcolonial condition.

## Competences

### General competences:

- CG3 To show creativity and initiative.
- CG9 To show motivation for quality and rigour.
- CG13 To apply theoretical knowledge on practical cases.

### Specific competences:

- CE10 To analyze the main genres, movements and literary texts in English.
- CE14 To analyse the interaction between history and society and cultural products in English.

### Transversal competences:

CT6 Apply a gender perspective to tasks related to specific professional settings

## Subject contents

Study of the articulations of gender violence in the literatures in English. The course traces the development of the feminist sensibilities that start with the movement of the "New Woman" in the nineteenth-century to the recent consolidation of the academic field "Gender Studies". This genealogical approach allows us to unmask the racist streak of patriarchy and, for this reason, postcolonial studies stands as one of the key theoretical guidelines utilized to analyse the selected literary texts.

**WARNING!** Due to the characteristics of the subject matter, some texts describe and analyse, in a more or less explicit manner, cases of violence.

## Methodology

Lectures will be in-person.

In the event of the implementation of new Covid-19-related measures, lectures would become either hybrid (one session on-line and one session in-person) or virtual, depending on what the health authorities establish.

Texts will be considered through textual analysis and the study and analysis of the narratives will be conducted through the prism of gender studies, representation of violence and postcolonial studies.

**It is paramount for students to have read the compulsory material before attending the in-class sessions in order to guarantee an optimum and dynamic participation in class debates.**

## Development plan

**WARNING!** Due to the characteristics of the subject matter, some texts describe and analyse, in a more or less explicit manner, cases of violence.

**UNIT 1: A Genealogy of Feminism: From the New Woman to Gender Studies.**

**UNIT 2: The Indissoluble Binary. "Race" and Gender.**

- Toni Morrison, *Beloved*.

**UNIT 3: Un-allegorical Violences: Widowhood, Rape and Genital Cutting; *hijras***

- The Case of/for "Sati".
- Towards a Feminist Articulation of Rape
- Female Genital Cutting
- Hijras, "The Third Gender"

**UNIT 4: Beyond the Veil Debate?: Muslim Women and/in Literature.**

- Leila Aboulela, *Minaret*

**UNIT 5: Between Utopia & Dystopia: Futuristic Projections on Gender Violence**

- Sarah Hall, *The Carhullan Army*.

**UNIT 6: Identifying Structural Violence****UNIT 7: Revisions and Rewritings of the Canon.**

- Margaret Atwood, *The Penelopiad*.

## Evaluation

**GENERAL INFORMATION:**

- Assessment will be continuous. Students who combine their degree with a full time job have the right to ask for **alternative assessment** within 5 days after the beginning of the semester. For information, please send an e-mail to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or ask for information at the Faculty's secretary (Secretaria de la Facultat de Lletres).
- All activities must be completed in order to qualify for continuous assessment.
- Class attendance is compulsory.
- Language will be taken into account in all assessment activities.
- Students are expected to read the texts before the corresponding in-class sessions.
- The course tutor reserves the right to introduce additional or alternative material for study at her discretion and to modify the programme if needs be. All changes will be notified at the beginning of the subject. In any case, these changes will not affect the selection of novels.

**SUMMARY OF ASSESSMENT ACTIVITIES:**

Exam: 25 %

Academic Essay: 25%

Oral Presentation: 20%

Practical activity: 20%

Class: 10%

**PLAGIARISING** consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a **SERIOUS OFFENCE**. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts. **IF PLAGIARISING IS DETECTED, THE REGULATION REGARDING TEACHING ASSESSMENT AND QUALIFICIATIONS OF BACHELOR'S AND MASTER'S DEGREES AT THE UDL WILL BE IMPLEMENTED.**

**[https://www.udl.cat/export/sites/universitat-ileida/ca/udl/norma/galleries/docs/Ordenacio\\_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf](https://www.udl.cat/export/sites/universitat-ileida/ca/udl/norma/galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf)**

## Bibliography

Aboulela, Leila. *Minaret*. Bloomsbury Publishing PLC., 2006.

Ahmed, Leila. *Women and Gender in Islam: Historical Roots of a Modern Debate*. New Haven: Yale University Press, 1993.

- Bhabha, Homi K., Ed. *The Location of Culture*. London: Routledge, 1995.
- Bourdieu, Pierre. *Masculine Domination*. Stanford, CA: Stanford University Press, 2002.
- Chambers, Claire. *Making Sense of Contemporary British Muslim Novels*. Palgrave Macmillan, 2019.
- Fanon, Frantz. *Black Skin, White Masks*. 1952. Trans. Constance Farrington. New York: Grove Press, 1998.
- Gates, Henry Louis, Jr. Ed. *'Race', Writing and Difference*. Chicago: University of Chicago Press, 1986.
- hooks, bell. *Talking Back. Thinking Feminist, Thinking Black*. Boston, MA: South End Press, 1989.
- Nnaemeka, Obioma, Ed. *The Politics of (M)Othering: Womanhood, Identity and Resistance in African Literature*. London and New York: Routledge, 1997.
- Nnaemeka, Obioma, Ed. *Female Circumcision and the Politics of Knowledge: African Women in Imperialist Discourses*. Praeger, 2005.
- Said, Edward W. 1978. *Orientalism. Western Conceptions of the Orient*. Penguin, 1991.
- Soueif, Ahdaf. *In the Eye of the Sun*. Bloomsbury Publishing PLC. 1999.
- Spivak, Gayatri Chakravorty. "Can the Subaltern 'Speak'". In Cary Nelson and Lawrence Grossberg, eds. *Marxism and the Interpretation of Culture*. London: MacMillan, 1988.
- Talpade Mohanty, Chandra, Lourdes M Torres and Ann Russo, Eds. *Third World Women and the Politics of Gender*. Indiana University Press, 1991.
- Young, Robert J.C. *Colonial Desire. Hybridity in Theory, Culture and Race*. London and New York: Routledge, 1990.
- Ware, Vron. 1992. *Beyond the Pale: White Women, Racism and History*. London: Verso, 2015.