



UNIVERSITAT DE  
BARCELONA

## Teaching plan for the course unit

### General information

**Course unit name:** Gender, Ethnicity, Class: Literary and Cultural Representations in English

**Course unit code:** 569578

**Academic year:** 2019-2020

**Coordinator:** Cristina Alsina Risquez

**Department:** Department of Modern Languages, Modern Literature and English Studies

**Credits:** 6

**Single program:** S

### Estimated learning time

**Total number of hours 150**

<b>Face-to-face learning activities</b>	60
- <b>Cultural trip</b>	6
- <b>Seminar</b>	42
- <b>Experimental workshop</b>	12
<b>Supervised project</b>	45
<b>Independent learning</b>	45

### Recommendations

The subject will be taught in English. However, students may use Catalan or Spanish for presentations

and written work if they have not taken a bachelor's degree or pre-EHEA degree in English.

## Competences to be gained during study

### *Basic and general competences*

CB7. Capacity to apply the acquired knowledge to problem-solving in new or relatively unknown environments within broader (or multidisciplinary) contexts related to the specific field of study.

G2. Capacity to interpret texts from different eras and cultural traditions.

G4. Capacity to develop independent thought: critical and self-critical capabilities, capacity to develop original problem-solving strategies, capacity to generate new ideas, and capacity to delimit an object or field of study in terms of the construction and representation of cultural identities.

CB6. Knowledge forming the basis of original thinking in the development and/or application of ideas, typically in a research context.

CB8. Capacity to integrate knowledge and tackle the complexity of formulating judgements based on incomplete or limited information, taking due consideration of the social and ethical responsibilities involved in applying knowledge and making judgements.

CB9. Capacity to communicate conclusions, judgements and the grounds on which they have been reached to specialist and non-specialist audiences in a clear and unambiguous manner.

CB10. Skills to enable lifelong self-directed and independent learning.

G1. Capacity to understand: identification of concepts, problems and key questions in debates on the construction of cultural identities.

G3. Capacity for reflection: awareness of one's own thought process, and ability to acknowledge and appraise different theories and points of view in the field of literary and cultural studies.

G5. Capacity to manage information: capacity to extract and integrate information from different sources, making effective use of libraries, archives, newspaper archives and other resources (particularly digital resources) relevant to research in the humanities.

G6. Capacity to conduct basic research and monitor recent developments in the international scientific community in the fields of cultural studies, literary studies and gender studies.

G7. Ability to work in a team (capacity to collaborate with others and contribute to a common project/capacity to work in cross-disciplinary and intercultural teams).

### *Specific competences*

E4. Interpretation of texts and primary sources related to gender.

E2. Capacity to identify and apply literary, sociological and cultural theories that address the theme of identity (with regard to gender, class, sexuality, ethnicity, etc.).

### Learning objectives

#### Referring to knowledge

- To gain an extensive and in-depth understanding of crime fiction written in English from the 1920s to today.
- To gain an extensive and in-depth understanding of the various themes, concerns and trends that emerged in crime fiction throughout this period.
- To analyse and assess the social and ideological message of a selection of literary texts written in English in the twentieth and twenty-first centuries.

#### Referring to abilities, skills

- To develop the capacity to construct robust, complex arguments that address the state of the art on crime fiction.
- To develop the capacity to manage information effectively, to identify the literary, sociological and cultural theories and methodologies applicable to specific cases, and to contribute clearly and accurately to discussions of literary and cultural issues.
- To demonstrate a respect for all reasonably argued and well-founded viewpoints.

### Teaching blocks

No..	Title
1	Theoretical perspectives and key terms: gender, class, sexuality and ethnicity in the 20th and 21st centuries.
2	"Gender Trouble". Deconstructing globalized women identities.
3	Class struggle. The new war against the working class.
4	Post-colonial issues in global times. Literatures of transnational and transgenerational trauma.

### Teaching methods and general organization

The teaching methodology combines theoretical and practical work, comprising lectures and a range of applied activities, such as guided debates, group work, oral presentations, written assignments and research tasks.

### Official assessment of learning outcomes

#### Continuous assessment

- Class participation: 10%
- Assigned tasks 10%
- Written essay proposal 15%
- Written essay 65%

#### Examination-based assessment

Students who are unable to meet the requirements for continuous assessment may change to the single assessment option, in which case a written request must be submitted before the deadline stipulated by the Faculty.

The one-off assessment option consists of a written assignment (2500 to 3000 words) worth 100% of the final grade.

### **Re-sit**

It is the same as the one-off assessment option

## Reading and study resources

Consulteu la disponibilitat a [CERCABIB](#)

### **Book**

Bauman, Zygmunt. *Collateral Damage. Social Inequalities in a Global Age*. London: Polity, (2011).

Braidotti, Rosi. *The Posthuman*. Cambridge, Polity Press (2013).

Butler, Judith. *Precarious Life: The Powers of Mourning and Violence*. London and New York, Verso (2004).

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

Fanon, Frantz. [1952]. *Black Skin, White Masks*. New York, Grove (1967).

Foucault, Michel. *Discipline & Punish: The Birth of the Prison*. New York, Vintage (2012).

Hall, Stuart. "Introduction: Who Needs Identity?", in Hall S., Du Gay P.(ed.), *Questions Of Cultural Identity*. London, Sage Publications (1996).

McLeod, John. *Postcolonial London: Rewriting the Metropolis*. New York, Routledge (2004).