# Literature and Otherness: Complementary Approaches from Gender and Posthumanist Studies

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<th>Module/Módulo</th>
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<td>Master’s Programme in English Literature and Linguistics</td>
<td>Literature and Otherness: Complementary Approaches from Gender and Posthumanist Studies</td>
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<tr>
<th>Professor/Profesor(es)</th>
<th>Contact/Contacto completo de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)</th>
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| • Dr. Margarita Carretero-González  
  • Dr. Gerardo Rodríguez-Salas | Departamento de Filologías Inglesa y Alemana  
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 18071, Granada – España  
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 Telf.: 958 241000 (Ext. 20132)  
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 Prof. G. Rodríguez-Salas  
 Office: F2  
 Telf.: 958 241000 (Ext. 20131)  
 Email: gerardor@ugr.es |

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<th>Office Hours/Horario de tutorías</th>
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| Prof. M. Carretero-González  
 1st. Semester: M & W: 10.30-13.30  
 2nd. Semester: W: 10.00-14.00; 16.00-18.00  
 Prof. G. Rodríguez-Salas  
 1st. Semester: M & W: 10-13  
 2nd. Semester: M & W: 9.30-12.30 |

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<th>Master Where It Is Offered/ Máster en el que se imparte</th>
<th>Other Masters Where It Could Be Offered/Otros másteres a los que se podría ofertar</th>
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| Máster en Literatura y Lingüística Inglesas  
 Master in English Literature and Linguistics | |

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<th>Prerequisites and/or Recommendations/Prerrequisitos y/o recomendaciones (si procede)</th>
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THEORETICAL

This course addresses the study of the concepts of alterity and subalternity, as theoretically developed by Lévinas and Gramsci. Our goal is to study the different forms of expression that the silenced subaltern finds in literature due to gender, sexual orientation or species.

Dr. Rodríguez Salas’s sessions will be divided into two main thematic blocks: Studies of Masculinities and Trans Theory. Until recently, the official approach in Gender Studies has been feminism. The present course aims to visibilize the increasing attention paid to alternative fields within Gender Studies, such as the Studies of Masculinities or Trans identities.

The Studies of Masculinities will be studied in their three waves, outlining some of the central issues: hegemonic masculinity (Connell), homosociality and homosexual panic (Lipman-Blumen, Sedgwick, Segal), gender box (Katz), etc. Further attention will be given to the concept of ‘Female Masculinity’, as a way to show the fluidity of gender and its separation from biological determinism. Here the studies by Stoller, Butler and particularly Halberstam will be central.

Trans Studies will lead to the ultimate problematisation of the dyad sex/gender. After offering a clarifying terminological distinction and discussing the growing range of non-normative identities subsumed within the label ‘trans’ (Pratt), the course will provide a historical revision of Trans Studies, paying special attention to detractors (Daly, Raymond, Hausman) and supporters (Stone, Butler, Stryker, Halberstam, Meyerowitz) within feminist studies. Central concerns such as embodiment, biomedical discourse, and the (de/re)construction of the notion of ‘woman’ will be addressed.

Dr. Carretero González’s sessions will look at the most relevant theories on posthumanism (Wolfe, Haraway, Hayles and Braidotti), broadly understood as a reconceptualization of reality which rejects the essentialist separation between human and other-than-human nature, looking at nature and culture as part of a mutually defining continuum, as already expressed by ecofeminist theorists (Plumwood, Warren, Shiva & Mies among many others). Possibly the most popular version of posthumanism is that which looks into the possibilities offered by technology for human enhancement, yet this course will show that focusing exclusively on this aspect (the transhuman, in fact) runs the risk of perpetuating the centrality of the human, rather than inserting it in the wider ontological, cultural and ecological contexts in which humans actually belong (Deleuze and Guattari).

Once the theoretical framework has been presented to students, they will then have to use the posthuman lens to analyse the literary corpus. The chosen texts prove particularly useful to illustrate the theoretical nuances expressed by Braidotti’s Post-Humanism – understood as “Life beyond the self” – and Post-Anthropocentrism, or “Life beyond the species”.

PRACTICAL
The primary sources for the course, which serve as practical applications of the theoretical tenets, will be the following:

Christopher Isherwood’s *A Single Man* (1964) and Tom Ford’s film adaptation (2009).
Paul Auster’s *Timbuktu* (1999).

**GENERAL AND SPECIFIC COMPETENCIES**

*Competencias generales y específicas del módulo*

**Basic and general**
- CG1. To develop communicative interpersonal and interlinguistic mediation skills
- CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
- CG3. To search for information (in any sort of format) and turn it into knowledge.
- CG4. Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
- CG5. To understand long and complex texts of any sort (technical, narrative, or literary)
- CG6. To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
- CB6. To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
- CB7. To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
- CB8. To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
- CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
- CB10 - To have the learning skills that allow students to keep studying in a way that will be largely autonomous

**Transversal**
- CT1 - Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.

**Specific**
- CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.
- CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.
- CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
- CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.
CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.
CE6 – To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.
CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.

**OBJECTIVES**
Objetivos (expresados como resultados esperables de la enseñanza)

- To acquire a critical understanding of the theories stemming from the concepts of alterity subalternity, particulary as they apply to the fields of gender studies, ecocriticicism and ecofeminism, and posthumanism.
- To apply this critical understanding to the literary texts selected for their analysis from one of the chosen theoretical approaches.
- To show clarity and correctness in English, both written and spoken.

**DETAILED DESCRIPTION OF THE CONTENTS**
Temario detallado de la asignatura

**PART I: MASCULINITY IN CRISIS**
1. Theoretical framework
2. Christopher Isherwood’s *A Single Man* (1964)
3. Tom Ford’s film adaptation (2009)

**PART II. TRANSGENDER AND TRANSEXUAL THEORY**
2. Tom Hooper’s film adaptation (2015)

**PART III. ECOFEMINISM AND POSTHUMANISM**
2. Paul Auster’s *Timbuktu* (1999)

**RECOMMENDED BIBLIOGRAPHY**
Bibliografía:

**PART I: MASCULINITIES**

Compulsory readings


Connell, R. W. and James W. Messerschmidt. “Hegemonic Masculinity: Rethinking the


**Complementary readings**


Demetrakis Z. Demetriou: 'Connell's Concept of Hegemonic Masculinity: A Critique'. Theory and


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<td>Thousand Oaks, London, New Delhi:</td>
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<td>Stephen S. Whitehead and Frank J.</td>
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<td>Barrett. Cambridge, Malden: Polity</td>
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<td>Carabí. Harriman, Tennessee: Men’s</td>
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<td>MacInnes, John</td>
<td>The End of Masculinity. The Confusion of Sexual Genesis and Sexual Difference in Modern Society.</td>
<td>Buckingham, Philadelphia: Open</td>
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<td>I. Bellaterra: Universitat Autònoma</td>
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<td>and Frank J. Barrett. Cambridge,</td>
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<td>Crossing Sexualities. Ed. Peter F.</td>
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<td>Murphy. 1994.</td>
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**PART II: TRANSGENDER AND TRANSEXUALITY**

**Compulsory readings**


**Complementary readings**


——, 2005, “Against transgender rights: Understanding the imperialism of contemporary transgender politics”, in *Sex change, social change: Reflections on identity, institutions, and imperialism*,


**III. ECOFEMINISM & POSTHUMANISM**

**Compulsory reading**


**Complementary readings**


**RECOMMENDED LINKS**
*Enlaces recomendados*

To be determined by the tutor in each case

**EDUCATIONAL METHODS**
*Metodología docente*

Introductory master classes
Textual analysis and debate sessions
Autonomous work.

**EVALUATION**
*Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)*

Evaluation instruments
1. Attendance and class participation (30%)
2. Final examination: 70%

**ADDITIONAL INFORMATION**
*Información adicional*