

LITERATURE AND OTHERNESS: COMPLEMENTARY APPROACHES FROM GENDER AND POSTHUMANIST STUDIES

Literature and Otherness: Complementary Approaches from Gender and Posthumanist Studies

MODULE/Módulo	SUBJECT/Materia	YEAR/Curso	SEMESTER/Semestre	ECTS	TYPE/Carácter
Master's Programme in English Literature and Linguistics	Literature and Otherness: Complementary Approaches from Gender and Posthumanist Studies		1	5	Elective
PROFESSOR/ Profesor(es)		CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)			
<ul style="list-style-type: none"> • Dr. Margarita Carretero-González • Dr. Gerardo Rodríguez-Salas 		Departamento de Filologías Inglesa y Alemana Campus Universitario de Cartuja s/n 18071, Granada – España Prof. M. Carretero-González Office: F3 Telf.: 958 241000 (Ext. 20132) email: carreter@ugr.es Prof. G. Rodríguez-Salas Office: F2 Telf.: 958 241000 (Ext. 20131) Email: gerardor@ugr.es			
		OFFICE HOURS/ Horario de tutorías			
		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			
MASTER WHERE IT IS OFFERED/ Máster en el que se imparte		OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar			
Máster en Literatura y Lingüística Inglesas Master in English Literature and Linguistics					
PREREQUISITES AND/OR RECOMMENDATIONS Prerrequisitos y/o recomendaciones (si procede)					

BRIEF DESCRIPTION OF COURSE CONTENTS**Breve descripción de contenidos (según memoria de verificación del máster)****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).

David Ebershoff's *The Danish Girl* (2000) and Tom Hooper's film adaptation (2015).

John M. Coetzee's *The Lives of Animals* (1997).

Paul Auster's *Timbuktu* (1999).

Philip K. Dick, *Do Androids Dream of Electric Sheep?* (1968).

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, particularly as they apply to the fields of gender studies, ecocriticism 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

1. David Ebershoff's *The Danish Girl* (2000)
2. Tom Hooper's film adaptation (2015)

PART III. ECOFEMINISM AND POSTHUMANISM

1. J.M. Coetzee's *The Lives of Animals* (1997)
2. Paul Auster's *Timbuktu* (1999)
3. Philip K. Dick's *Do Android Dream of Electric Sheep?* (1968)

RECOMMENDED BIBLIOGRAPHY

Bibliografía:

PART I: MASCULINITIES

Compulsory readings

Bird, Sharon R. "Welcome to the Men's Club: Homosociality and the Maintenance of Hegemonic Masculinity". *Gender and Society* 10.2 (1996): 120-32.

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

Concept.” *Gender and Society* 19.6 (2005): 829–59.

Seagal, Lynne. “Changing Men: Masculinities in Context”. *Theory and Society* 22.5 (1993): 625–41.

Complementary readings

Adams, Rachel, and David Savran, eds. *The Masculinity Studies Reader*. Malden, Oxford, Victoria: Blackwell Publishers Ltd., 2002.

Ailunas, Peter. “The (In)visible People in the Room: Men in Women’s Studies.” *Men and Masculinities* 14.2 (2011): 210–229.

Archer, John, and Barbara Lloyd. *Sex and Gender*. Cambridge: Cambridge University Press, 2002.

Armengol, Josep M. *Gendering Men: Theorizing Masculinities in American Culture and Literature*. Diss. Universitat de Barcelona, 2006.

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Armengol, Josep M., and Àngels Carabí, eds. *Debating Masculinity*. Harriman, Tennessee: Men’s Studies Press, 2009.

Brod, Harry. “The New Men’s Studies: From Feminist Theory to Gender Scholarship.” *Hypatia* 2.1 (1987): 179–196.

--- and Michael Kaufman, eds. *Theorizing Masculinities*. Thousand Oaks, London, New Delhi: Sage Publications, 1994. 82–96.

Butler, Judith. *Bodies That Matter: On the Discursive Limits of “Sex.”* New York, London: Routledge, 1993.

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Carabí, Àngels, Marta Bosch, Rubén Cenamor, eds. *Masculinity Studies: New Directions (selected fragments)*. Universitat de Barcelona, 2016.

Carabí, Àngels, and Josep M Armengol, eds. *Alternative Masculinities for a Changing World*. New York: Palgrave Macmillan, 2014.

Kimmel, Michael S, Jeff Hearn, and R. W. Connell, eds. *Handbook of Studies on Men and Masculinities*. Thousand Oaks, London, New Delhi: Sage Publications, 2005.

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Connell, R.W., and James W. Messerschmidt. “Hegemonic Masculinity: Rethinking the Concept.” *Gender & Society* 19.6 (2005): 829–859.

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

Society Vol. 30, No. 3 (Jun., 2001), pp. 337-361.

Domínguez Ruiz, Beatriz. *Re-Reading The Lord of the Rings. Masculinities in J.R.R. Tolkien's Novel and Peter Jackson's Film Adaptation*. Doctoral thesis. Dir. Margarita Carretero González. University of Granada, 2016.

Gardiner, Judith Kegan. "Female Masculinity and Phallic Women – Unruly Concepts". *Feminist Studies* 38.3 (2012): 597-624.

Gutterman, David S. "Postmodernism and the Interrogation of Masculinity." *The Masculinities Reader*. Ed. Stephen M. Whitehead and Frank J. Barrett. Cambridge, Malden: Polity Press, 2001. 56–72.

Halberstam, Judith. *Female Masculinity*. Durham, London: Duke University, 1998.

Hammarén, Nils, and Thomas Johansson. "Homosociality: In Between Power and Intimacy." *SAGE Open* 4.1 (2014).

Harris, Ian M. *Messages Men Hear. Constructing Masculinities*. London: Taylor & Francis, 1995.

Hearn, Jeff. *Men in the Public Eye. The Construction and Deconstruction of Public Men and Public Patriarchies*. London, New York: Routledge, 1992.

Herek, Gregory M. "On Heterosexual Masculinity. Some Psychical Consequences of the Social Construction of Gender and Sexuality." *Changing Men. New Directions in Research on Men and Masculinity*. Ed. Michael S. Kimmel. Newbury Park, London, New Delhi: Sage Publications, 1987. 68–82.

Higate, Paul, and John Hopton. "War, Militarism and Masculinities." *Handbook of Studies on Men and Masculinities*. Ed. Michael S. Kimmel, Jeff Hearn, and R.W. Connell. Thousand Oaks, London, New Delhi: Sage Publications, 2005. 432–447.

Horrocks, Roger. *Masculinity in Crisis*. New York: St Martin's Press, 1994.

Katz, Jackson. "Advertising and the Construction of Violent White Masculinity: From BMWs to Bud Light." *Gender, Race and Class in Media: A Critical Reader*. Ed. G. Dines and J. Humez. Thousand Oaks, CA: Sage Publications, 2011. 261–269.

Kaufman, Michael. "The Construction of Masculinity and the Triad of Men's Violence." *Beyond Patriarchy. Essays by Men on Pleasure, Power and Change*. Ed. Michael Kaufman. Toronto, New York: Oxford University Press, 1987. 1–29.

---. "Men, Feminism, and Men's Contradictory Experiences of Power." *Theorizing Masculinities*. Ed. Harry Brod and Michael Kaufman. Thousand Oaks, London, New Delhi: Sage Publications, 1994. 142–163.

Kendall, Frances E. *Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race*. New York: Routledge, 2013.

Kimmel, Michael S. and Michael A. Messner, eds. *Men's Lives*. Boston, London, Toronto, Sydney,

Tokyo, Singapore: Allyn and Bacon, 1989.

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---. "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity." *The Masculinities Reader*. Ed. Stephen S. Whitehead and Frank J. Barrett. Cambridge, Malden: Polity Press, 2001. 266–287.

Kimmel, Michael. "Masculinity Studies: An Introduction." *Debating Masculinity*. Ed. Josep M. Armengol and Àngels Carabí. Harriman, Tennessee: Men's Studies Press, 2009. 16–30.

MacInnes, John. *The End of Masculinity. The Confusion of Sexual Genesis and Sexual Difference in Modern Society*. Buckingham, Philadelphia: Open University Press, 1998.

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Mosse, George L. *The Image of Man. The Creation of Modern Masculinity*. New York, Oxford: Oxford University Press, 1996.

Murphy, Peter F. "Introduction: Literature and Masculinity." *Fictions of Masculinity. Crossing Cultures, Crossing Sexualities*. Ed. Peter F. Murphy. New York, London: New York University Press, 1994. 1–17.

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PART II: TRANSGENDER AND TRANSEXUALITY

Compulsory readings

Connell, Raewyn. "Transsexual Women and Feminist Thought: Toward New Understanding and New Politics." *Signs* 37.4 (2012): 857-881.

Heyes, Cressida J. "Feminist Solidarity after Queer Theory: The Case of Transgender." *Signs* 28.4 (2003): 1093-1120.

Stone, Sandy. "The Empire Strikes Back: A Posttranssexual Manifesto." (1987):
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Benjamin, Harry, 1966, *The transsexual phenomenon*, New York: Julian Press.

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Bettcher, Talia Mae, 2006, "Appearance, reality, and gender deception: Reflections on transphobic violence and the politics of pretence", in *Violence, victims, and justifications*, Felix Murchadha (ed.), New York Peter Lang Press, 174-200.

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- Elliot, Patricia. “Who Gets to Be a Woman?: Feminist Politics and the Question of Trans-inclusion.” *Atlantis* 29.1 (2004): 13-20.
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Salamon, Gayle, 2010, *Assuming a body: Transgender and rhetorics of materiality*, New York: Columbia University Press.

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III. ECOFEMINISM & POSTHUMANISM

Compulsory reading

Braidotti, Rosi. 2012. *The Posthuman*. Cambridge & Malden: Polity.

Complementary readings

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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