UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
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COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeş-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	English language and literature
1.4 Field of study	Philology
1.5 Study cycle (BA/MA)	Master
1.6 Study program/Qualification	Gender Studies/ Master

2. Information about the subject

2.1 Course title/Code		**LMU1212 Corpor(e)alities (in English)**						
2.2 Course tutor		Associate professor Alina Preda, PhD						
2.3 Seminar tutor		Associate professor Alina Preda, PhD						
2.4 Year of study	I	2.5 Semester	2	2.6 Type of assessment	C	2.7 Course status	Contents	DA
							Mandatory	DA

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	1	3.3 seminar/laboratory	2
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	14	3.6 seminar/laboratory	28

Time distribution	Hours
Study based on textbook/course manual/recommended reading/personal notes	40
Additional research in the library, by accessing scientific databases,or during field work	40
Preparation for seminars/laboratory classes, essays, portfolios and reports	30
Tutoring	14
Assessment (examinations)	6
Other activities .....tutoring during office hours.....	3

3.7 Total hours for individual study	133	
3.8 Total hours per semester	175	
3.9 Number of credits	7	

4. Prerequisites (if necessary)

4.1 Curriculum	---
4.2 Skills	Theoretical knowledge in the field of gender studies English proficiency level: intermediateto advanced (B2)

5. Conditions (if necessary)

5.1. For delivering lectures	• Classroom with media equipment
5.2. For teaching seminars/laboratory classes	• Classroom with media equipment • Course and seminar attendance is not compulsory. Assessment is conditioned by the realization of the practical semester tasks

6. Acquired specific competences

Professional competences	C1 Appropriate use of fundamental concepts in the study of comparative literature and gender studies. C2 Efficient written and oral communication in English. C3 Analysis and presentation of literary phenomena in the context of the reference culture. C4 Understanding relationships and influences between literary and critical categories, as well as the relationships among various current methodologies.

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Transversal competences	CT1 Using the instruments of linguistics and literary studies in accordance to professional ethics. CT2 Teamwork; interpersonal communication, taking on specific roles. CT3 Setting up an individual project for lifelong training; achieving training by accumulating information, participating in team projects and in institutional and personal development programs.

7. Course objectives (derived from the specific competencesacquired)

7.1 General objective of course	• The course offers a profound insight into the field of Gender Studies, assessing the evolution of the representations given to the male body and, respectively, to the female body, as well as to their sexuality along the ages, from ancient to postmodern times, by taking into account the cultural-historical-socio-political contexts and the ways in which the status of men and women is reflected in the art, literature and film of the respective periods.
7.2 Specific objectives	• Critically assessing the evolution, from ancient to postmodern times, of the representations given to the masculine body and the feminine one in art works, films or literary texts (from the religious, political or cultural realms) by practically applying the theoretical knowledge gained during the course. • Providing original analyses of an art work, literary text or film on the basis of the concepts and terminology specific to gender studies. • Writing critical analyses of literary texts by using the concepts and terminology specific to literary theory, narratology and gender studies. • Critically assessing the political and religious discourses of hate meant to justify the denial of fundamental rights to those considered second-class citizens (females, non-communists, non-Christians,non-Muslims, non-heterosexuals). • Outlining practical solutions to important contemporary issues: the prevention of abortion through education, the regulation of the sex-workers' status, the allotment of basic human rights to non-heterosexual citizens. • Creating complex, lexically rich, syntactically accurate and logically coherent oral and written discourse on the selected topics from the Gender Studies field. • Using the components in the Gender Studies field in complete accordance with professional ethical standards.

8. Contents

8.1 Lectures	Teaching methods	Remarks
1.**Feminism or feminisms? Lecture I** Keywords: ideology, social equality, equal rights, discrimination, social movement.	Lecturing. Exemplification, problematizing, dialogue.	
2. **Feminism or feminisms? Lecture II** Keywords: liberal feminism, cultural feminism, radical feminism, gender resistant feminism, sex-positive feminism, ecofeminism, postfeminism.	Lecturing. Exemplification, problematizing, dialogue.	
3. **Feminism in Europe** Keywords: Mary Wollstonecraft, Olympe de Gouges, the British Suffragette Movement, Simone de Beauvoir.	Lecturing. Exemplification, problematizing, dialogue.	
4. **Feminism in the United States** Keywords: Betty Friedan, first-wave, second-wave, third-wave and fourth-wave feminism, Nasty Women.	Lecturing. Exemplification, problematizing, dialogue.	
5. **Feminism in Romania (1800-1947)** Keywords: I. Heliade Rădulescu,George Barițiu,Elena Ghica,Ana Ipătescu, Maria Rosetti, Elena Cuza, Pelaghia Roșu, Sevastița Bălcescu, Zoe Golescu, Maria Flechtenmacher, Adela Xenopol.	Lecturing. Exemplification, problematizing, dialogue.	

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6. **Women's political identity as shaped by the communist discourse in Romania (1948-1989)** Keywords: equal rights, equal wages, totalitarianism, abortion, heroic motherhood.	Lecturing. Exemplification, problematizing, dialogue.	
7. **Contemporary Romanian Feminism (1990-2018)** Keywords: AnA, A.R.I.A.D.N.A., FILIA, S.E.C.S., ARTEMIS, FRONT, ANAIS	Lecturing. Exemplification, problematizing, dialogue.	
8. **Gender Studies** Keywords: biological sex versus gender differences, cultural constructs, feminine, masculine.	Lecturing. Exemplification, exercises, problematizing, dialogue.	
9. **Gender as a cultural construct** Keywords: personal identity, social perception, cultural sense of belonging, non-binary gender identity.	Problematizing, problem-solving tasks, exercises, dialogue.	
10. **Cross-gender interaction** Keywords: hepeated, mansplaining, ignoring, patronizing, rituals and practices.	Exemplification, problematizing, text interpretation.	
11.**A cross-cultural approach to male-female (mis)communication** Keywords: gender stereotyping, cross-sex interaction, cross-cultural communication, nature versus nurture.	Exemplification, problematizing, text interpretation.	
12. **Masculinity studies – Lecture I** Keywords: male language, power, dominance, difference, men in feminism.	Lecturing, problematizing, dialogue.	
13. **Masculinity studies – Lecture II** Keywords: hegemonic masculinities, complicit masculinities, marginalized masculinities, subordinate masculinities, hierarchy.	Lecturing, problematizing, dialogue.	
14. **Colloquium**	written assessment	

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--- "Gender-specific language rituals", (22 Dec 2013), video, https://www.youtube.com/watch?v=tUxnBZxsfoU
--- "That's Not What I Meant! Signals, Devices, and Rituals", *Reading Course English I*, (11 Feb 2014), videohttps://www.youtube.com/watch?v=CFa2m-tLIaE&t=18s
--- "The Open Mind: Language, Sex and Power",Part 1, (14 Aug 2015), video https://www.youtube.com/watch?v=o0wgJAKsvGE&t=1s
Thorne, Barrie and Nancy Henley (eds.).*Language and Sex: Difference and Dominance*, Rowley, Mass.: Newbury House Publishers, 1975.

8.2 Seminars	Teaching methods	Remarks
1. **Religious perspectives of the body** Keywords: women as chattel, wife-collecting, uncleanliness,the Torah, the Bible, the Quran.	Conversations; text analysis performed on texts that illustrate the evolutionof the religious representations of the body.	
2.**Clinical perspectives of the body** Keywords: bulimia, anorexia, physical versus mental afflictions, disability, sexual prowess.	Conversations; text analysis performed on texts that illustrate the evolutionof the clinical representations of the body.	
3.**Media representations of the body** Keywords: modelling, advertising, submissive versus assertive poses, gender stereotyping, manipulation.	Analyses of texts and imagesthat illustrate the typology of media representations of the body.	
4.**Governmental regulations of the body I – the role of sex-education in preventing abortion** Keywords: totalitarianism, abuse of power, rights infringement, women as chattel, death toll.	Analyses of texts on the basis of the theoretical information delivered during the course. Pair work. Exemplifications.	
5.**Governmental regulations of the body II – the rights of sex workers** Keywords: abuse of power, rights infringement, women as sex-objects, doublebind, offer and demand.	Analyses of texts on the basis of the theoretical information delivered during the course. Pair work. Exemplifications.	
6. **Governmental regulations of the body III – the rights of non-heterosexual citizens** Keywords: rights infringement, second-class citizens, deliberate ignorance, sexual fluidity, gender fluidity.	Analyses of texts on the basis of the theoretical information delivered during the course. Pair work. Exemplifications.	
7. **Cinematographic representations of the abortion issue** Keywords: religious fundamentalists, refusing access to sex-education, picketing anti-abortion clinics, killing doctors, science denialism, deliberate ignorance. The viewing of the HBO trilogy *If these walls could talk*	Analyses of short films on the basis of the theoretical information delivered during the course. Group work. Exemplifications.	
8. **Cinematographic representations of the gay rights issue** Keywords: hate crime laws, anti-bullying legislation, anti-discrimination laws, healthcare decisionmaking, inheritance rights, the right to life not lived in fear and to the pursuit of happiness. The viewing of the fist part of the HBO trilogy *If these walls could talk 2*	Analysis of a short film on the basis of the theoretical information delivered during the course. Group work. Exemplifications.	
9.**Cinematographic representations of the body – Case study: Frida Khalo** Keywords: Cranach, Botticelli, Bronzino, Diego Rivera, surrealism, artistic transposition of suffering.	Analysis of the film on the basis of the theoretical information delivered during the course. Problem-solving tasks. Group work.	

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10.**Artistic representations of the body I – ancient sculptures** Keywords: Cycladic Art, Ancient Greece, Hellenistic women, the Great Eleusinian Relief, the Parthenon.	Analyses of ancient sculptures on the basis of the theoretical information delivered during the course. Problem-solving tasks. Group work.	
11.**Artistic representations of the body II – religious art** Keywords: Saint Sebastian, frescoes, wood panels, paintings, sculptures.	Analyses of art works dedicated to Saint Sebastian from the 14th to the 21st century on the basis of the theoretical information delivered during the course. Problem-solving tasks. Group work.	
12.**Literary representations of the body in the work of Jeanette Winterson I – *Oranges Are Not the Only Fruit*** Students present their analyses on the representation of the body in Winterson's *Oranges Are Not the Only Fruit*. Keywords: heteronormativity, heterosexism, forced exorcism, child abuse, religious fundamentalism.	Practical application of the theoretical knowledge, analyses of texts, debate.	
13.**Literary representations of the body in the work of Jeanette Winterson II – Written on the Body** Students present their analyses on the representation of the body in Winterson's Written on the Body. Keywords: genderless narrator, fix versus flux, the diseased body, medical discourse, love and loss.	Practical application of the theoretical knowledge, analyses of texts, debate.	
14. **Colloquium**	written assessment	

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9. Validatingcourse contents based onthe expectations of epistemic communities, professional associations and of potential employers related to the field of study.

- The content of the course is useful and relevant, in accordance with the academic curricula at undergraduate and graduate levels, as well as with what is taught in other universities in Romania and abroad (catering to the requirements placed on the school's graduates by the foremost potential employers on the market).
- The topics have been selected having in view the most relevant bibliographical sources in the field.
- Some of the course/seminar components have been presented at various national and international conferences.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	• awareness of the advantages that interdisciplinary and transdisciplinary studies bring to contemporary research in the field • good comprehension of the importance of the topics presented during the lectures and during the seminars • a clear understanding of the concepts • the ability to provide an original analysis of an art work, literary text or film on the basis of the issues touched upon in class and detailed in the bibliography • the honest acknowledgement of all sources when performing an internally coherent critical interpretation of an art work, film or literary text (from the religious, political or cultural realm) on the basis of the concepts and terminology specific to gender studies • the full and correct accomplishment of the tasks	**Colloquium**	50%
10.5 Seminar	• Writing a presentation on a given topic, actively participating in discussions, identifying the main points made in the bibliographical sources. Practically applying the theoretical knowledge.	**Colloquium**	50%
10.6 Basic performance standard			
Good comprehension of the importance of the topics presented during the lectures and during the seminars and of the advantages that interdisciplinary and transdisciplinary studies bring to contemporary research in the field; a clear understanding of the concepts; the ability to provide an original analysis of an art work, literary text or film on the basis of the issues touched upon in class and detailed in the bibliography; the honest acknowledgement of all sources when performing an internally coherent critical interpretation of an art work, film or literary text (from the religious, political or cultural realm) on the basis of the concepts and terminology specific to gender studies. Level of English proficiency: B2 and above. Correct use of terminology.			
Organizational details, exceptional situation management: • Administrative issues, exceptional situations: Sitting the exam is not subject to minimal or full levels of attendance. Malpractice (fraud)leads to the automatic cessation of the examination process and the awarding of grade 1 (one).			

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Date 30.03.2022	Course tutor's signature	Seminar tutor's signature
Date of department endorsement 14.04.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp