



SYLLABUS

Gender, a Protean Literary Notion

Academic year 2025-2026

1. Information about the study program

1.1. University	Babes-Bolyai University
1.2. Faculty	Faculty of Letters
1.3. Department	English Language and Literature
1.4. Field of study	Philology
1.5. Study cycle (BA/MA)	MA
1.6. Study programme/Qualification	Gender Studies / MA in Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		Gender, a Protean Literary Notion (taught in English)				Course code		LMU1112	
2.2. Course tutor					Prof. Michaela Mudure, Ph.D.				
2.3. Seminar / practical course (laboratory) tutor					Prof. Michaela Mudure, Ph.D.				
2.4. Year of study	I	2.5. Semester	1	2.6. Type of assessment	C	2.7. Course status	Contents	DS	
							Mandatory	DO	

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	3	of which: 3.2 course	2	3.3 seminar / practical course (laboratory)	1
3.4. Total number of hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar / practical course (laboratory)	14
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					42
Additional research (in the library, online scientific databases/platforms, or field documentation)					28
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					20
Tutoring					14
Assessment (examinations)					4
Other activities:					

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3.7. Total hours for individual study (ID) and self-study activities (SA)	108
3.8. Total hours per semester	150
3.9. Number of credits	6

4. Prerequisites (if necessary)

4.1. curriculum	<ul style="list-style-type: none">•
4.2. skills	<ul style="list-style-type: none">• Theoretical knowledge in the field of gender studies• English proficiency level: intermediate to advanced (B2)

5. Conditions (if necessary)

5.1. for delivering lectures	<ul style="list-style-type: none">• Classroom with media equipment
5.2. for teaching seminars / practical courses (laboratory classes)	<ul style="list-style-type: none">• Classroom with media equipment

6. Acquired specific skills

Professional/essential skills	Capacity to interpret and analyze gender structures ; capacity to differentiate between gender and sex ; interpretative competences according to the interpretative grill used in cultural studies, close reading, mentality studies; stimulating a tolerant attitude towards alterity.
Transversal skills	CT1 Developing professional ethics CT2 Developing team work abilities

7. Course objectives (derived from the acquired specific skills)

7.1 General objective of course	<ul style="list-style-type: none">• Acquiring and consolidating the notions of gender and sex, using them in literary and cultural analysis
7.2 Specific objectives	<ul style="list-style-type: none">• The course will follow the evolution of gender in identity structures, the influence of women's movements upon literature and culture, the intersection between gender and ethnicity.



8. Contents

8.1 Course	Teaching methods	Remarks
1. Presentation of the course	Lecturing. Exemplification, problematizing, dialogue.	
2. Gender and sex	Lecturing. Exemplification, problematizing, dialogue.	
3. Gender and culture	Lecturing. Exemplification, problematizing, dialogue.	
4. History and gender	Lecturing. Exemplification, problematizing, dialogue.	
5. Gender, race, ethnicity	Lecturing. Exemplification, problematizing, dialogue.	
6. Masculinity and masculinities	Lecturing. Exemplification, problematizing, dialogue.	
7. Other genders or beyond the binary opposition	Lecturing. Exemplification, problematizing, dialogue.	
8. Does language have gender?	Lecturing. Exemplification, exercises, problematizing, dialogue.	
9. Gender, writing, and authorship	Problematizing, problem-solving tasks, exercises, dialogue.	
10. Gender and gaze. Poetics or hermeneutics?	Exemplification, problematizing, text interpretation.	
11. The body, cultural and ideological construct	Exemplification, problematizing, text interpretation.	
12. Post-feminism, post-modernism? Conclusions	Lecturing, problematizing, dialogue.	
13. Presentation of individual research projects	Powerpoint presentations, dialogue.	
14. Presentation of individual research projects	Powerpoint presentations, dialogue.	
Bibliography: Mary Eagleton – <i>Feminist Literary Theory</i> , London, Longman, 1991 Kate Millett – <i>Sexual Politics</i> , Chicago, University of Illinois Press, 2000 Laura Mulvey – <i>Visual and Other Pleasures</i> , London, Macmillan, 1989 Maggie Humm – <i>The Dictionary of Feminist Theory</i> , Cleveland, Ohio State UP, 1995 David Halperin - <i>Gay and Lesbian Studies Reader</i> , New York, Routledge, 2002. Ellen Moers - <i>Literary Women</i> , New York, Routledge, 2005. Tillie Olsen - <i>Silences</i> , Picador, New York, 2000. Judith Butler - <i>Gender Trouble</i> , New York, Routledge, 2000. Cherrie Moraga and Gloria Anzaldua - <i>This Bridge Called My Back</i> , San Antonio, Puerta del Sol Publishing House, 1989. Catherine, Belsey - <i>The Feminist Reader</i> , Londra, Blackwell, 1997.		



Deborah Cameron - *Feminism and Linguistic Theory*, Londra, Palgrave Macmillan, 1992.
Nancy Chodorow - *Feminism and Psychoanalytic Theory*, Cambridge, Polity Press, 1989.
Patricia Hill Collins - *Black Feminist Thought*, Psychology Press, New York, 2009.
Sara Mills - *Feminist Stylistics*, Londra, Routledge, 1995.
Judith Mitchell - *Psychoanalysis and Feminism*, New York, Basic Books, 1990.
Ellen Rooney - *The Cambridge Companion to Feminist Literary Theory*, Cambridge, Cambridge UP, 2006.
Elaine Showalter - *A Literature of Their Own*, Princeton, Princeton UP, 1998.
Janet Todd, *Feminist Literary Theory*, Cambridge, Polity Press, 1988.
Robyn Warhol, *Feminisms. An Anthology of Literary Theory and Criticism*, New Brunswick, Rutgers UP, 1997.

8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
Presentation of the seminar	Free discussions	
2. Skin	Conversations; film analysis, problem-solving task	
3. Skin	Conversations; film analysis, problem-solving task	
4. Hester Street	Conversations; film analysis, problem-solving task	
5. Hester Street	Conversations; film analysis, problem-solving task	
6. Wadja	Conversations; film analysis, problem-solving task	
7. Wadja	Conversations; film analysis, problem-solving task	
8. Gloria Naylor: The Two	Conversations; film analysis, problem-solving task	
9. Gloria Naylor: The Two	Conversations; film analysis, problem-solving task	
10. Richard Wright – Almost a Man	Conversations; film analysis, problem-solving task	
11. Stage Fright	Conversations; film analysis, problem-solving task	
12. Stage Fright	Conversations; film analysis, problem-solving task	
13. Presentation of individual research projects	Debate	
14. Presentation of individual research projects	Debate	

Bibliography:

Mary Eagleton – *Feminist Literary Theory*, London, Longman, 1991
Kate Millett – *Sexual Politics*, Chicago, University of Illinois Press, 2000
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Robyn Warhol, *Feminisms. An Anthology of Literary Theory and Criticism*, New Brunswick, Rutgers UP, 1997.

9. Validating course contents based on the 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 according to 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 Course	- 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 - clear understanding of the concepts	Research project Oral examination	25% 50 %
10.5 Seminar	Capacity to apply theory to film and literary analysis	Class contribution	25 %
10.6 Basic performance standard			
<ul style="list-style-type: none"> • Good comprehension of the importance of the topics presented during the lectures and during the seminars and of Level of English proficiency: B2 and above. • 50% correct answers Administrative issues, exceptional situations: <ul style="list-style-type: none"> • Sitting the exam is not subject to minimal or full levels of attendance. 			

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- Fraud in the exam will be punished by the lowest grade: 1 (one).
- Using AI tools for generating ideas or discourse is allowed only with the tutor's permission and with explicit acknowledgment. This applies to both class discussions or assessment tasks and examinations. Unauthorized use of AI amounts to plagiarism. According to UBB regulations, plagiarism of any type triggers expulsion from university studies.

11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development
	

Date:
10.02.2025

Course tutor's name and signature
Prof. Michaela Mudure, Ph.D.



Seminar tutor's name and signature /
Practical course tutor's (Laboratory tutor's)
name and signature,
Prof. Michaela Mudure, Ph.D.



Date of approval:
14.02.2025

Head of Department's name and signature,
Popa-Petrar Petronia



Date of approval
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