



SYLLABUS

Corpor(e)alities

Academic year 2025-2026

1. Information about the study program

1.1. University	Babeș-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 programme/Qualification	Gender Studies/ Master
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Coursetitle			Corpor(e)alities (taught in English)				Course code		LMU1212	
2.2. Coursetutor					Associate professor Alina Preda, PhD					
2.3. Seminar /practical course(laboratory) tutor					Associate professor Alina Preda, PhD					
2.4. Year of study	I	2.5. Semester	2	2.6. Type of assessment	E	2.7. Coursestatus	Contents	DS		
							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	2
3.4. Total number of hours in the curriculum	42	of which: 3.5 course	14	3.6 seminar	28
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					40
Additional research (in the library, online scientific databases/platforms, or field documentation)					40
Preparation for seminars/laboratory classes/ essays/projects/homework/portfolios and reports					30
Tutoring					14
Assessment (examinations)					6
Other activities: tutorials					3
3.7. Total hours for individual study (ID) and self-study activities (SA)				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: intermediate to advanced (B2)

Date of approval
Name and signature of Dean



5. Conditions (if necessary)

5.1. for delivering lectures	Classroom with media equipment
5.2. for teaching seminars/practical courses	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 skills

Professional/essential skills	<ul style="list-style-type: none">• 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.
Transversal skills	<ul style="list-style-type: none">• 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 acquired specific skills)

7.1 General objective of course	<ul style="list-style-type: none">• 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.
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<p>7.2 Specific objectives</p>	<ul style="list-style-type: none"> • 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.
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8. Contents

8.1 Course	Teaching methods	Remarks
<p>1. Feminism or feminisms? Lecture I Keywords: ideology, social equality, equal rights, discrimination, social movement.</p>	Lecturing. Exemplification, problematizing, dialogue.	
<p>2. Feminism or feminisms? Lecture II Keywords: liberal feminism, cultural feminism, radical feminism, gender resistant feminism, sex-positive feminism, ecofeminism, postfeminism.</p>	Lecturing. Exemplification, problematizing, dialogue.	
<p>3. Feminism in Europe Keywords: Mary Wollstonecraft, Olympe de Gouges, the British Suffragette Movement, Simone de Beauvoir.</p>	Lecturing. Exemplification, problematizing, dialogue.	
<p>4. Feminism in the United States Keywords: Betty Friedan, first-wave, second-wave, third-wave and fourth-wave feminism, Nasty Women.</p>	Lecturing. Exemplification, problematizing, dialogue.	
<p>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 Goleescu, Maria Flechtenmacher, Adela Xenopol.</p>	Lecturing. Exemplification, problematizing, dialogue.	
<p>6. Women's political identity as shaped by the communist discourse in Romania (1948-1989) Keywords: equal rights, equal wages, totalitarianism, abortion, heroic motherhood.</p>	Lecturing. Exemplification, problematizing, dialogue.	
<p>7. Contemporary Romanian Feminism (1990-2018) Keywords: AnA, A.R.I.A.D.N.A., FILIA, S.E.C.S., ARTEMIS, FRONT, ANAIS</p>	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	
<p>Bibliography Bulbeck, Chilla. <i>Re-Orienting Western Feminisms. Women's Diversity in a Postcolonial World</i>, Cambridge, Cambridge University Press, 1998, pp. 1–16. Cornwall, Andrea, Elizabeth Harrison and Ann Whitehead. <i>Feminisms in development. Contradictions, contestations and challenges</i>, London/New York, Zed Books, 2007, pp. 1–21. Frunză, Mihaela. <i>Feminismul ca/și ideologie (Feminism as/and Ideology)</i>, în: „Journal for the Study of Religions and Ideologies”, volumul 16, 2017, numerele 46-48, pp. 4–28. Kendall, Shari and Deborah Tannen. “Discourse and Gender”, <i>The Handbook of Discourse Analysis</i>, edited by Deborah Schiffrin, Deborah Tannen and Heidi E. Hamilton, Oxford, Blackwell Publishers, 2001. Lakoff, Robin Tolmach. <i>Language and Woman's Place</i>, revised and expanded edition, edited by Mary Bucholtz, Oxford, Oxford University Press, 2004 Mihăilescu, Ștefania. <i>Din istoria feminismului românesc</i>, Cluj-Napoca, Polirom, 2002. Morley, Louise. <i>Organising Feminisms. The Micropolitics of the Academy</i>, Palgrave Macmillan, Hampshire 1999, pp. 128–155. Morar-Vulcu, Călin. <i>Între "noi" și "ei": identitatea politică a femeii în discursul comunist</i>, în: Ghizela Cosma, Virgiliu Țărău, <i>Condiția femeii în România în secolul XX. Studii de caz</i>, Cluj-Napoca, Presa Universitară Clujeană, 2002, pp. 199–211. Neal, Brandi. “What Does ‘Hepeated’ Mean? This Term Might Be The New Mansplaining”, (23 September, 2017), https://www.bustle.com/p/what-does-hepeated-mean-this-term-might-be-the-new-mansplaining-2437535 Pardy, Nicola. “Political Body Language: The Angela Merkel Exception”, (29 September, 2017), http://www.refinery29.com/2017/09/173467/angela-merkel-germany-election-hillary-clinton-body-language Preda, Alina. “Language and Society: Misogyny, Homophobia and Heterosexism”, <i>Studia Universitatis Babeș-Bolyai, Philologia</i>, XLIX, 1, 2004, 99-108. Rothman, Lily. “A Cultural History of Mansplaining”, <i>The Atlantic</i>, (Nov 1, 2012) Tannen, Deborah. “The Power of Talk: Who Gets Heard and Why”, <i>Harvard Business Review</i> 73, September-October 1995. --- “Clinton's Double Bind”, <i>The Moderate Voice</i>, 2016, http://themoderatevoice.com/clintons-double-bind/ --- “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”, <i>Reading Course English I</i>, (11 Feb 2014),</p>		



<p>video https://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.</p>		
8.2 Seminar / practical course	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 evolution of the clinical 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 evolution of 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 images that 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 <i>If these walls could talk</i>	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 first part of the HBO trilogy <i>If these walls could talk 2</i>	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.	
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, woodpanels, 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 – <i>Oranges Are Not the Only Fruit</i> Students present their analyses on the representation of the body in Winterson's <i>Oranges Are Not the Only Fruit</i> . 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 – <i>Written on the Body</i> Students present their analyses on the representation of the body in Winterson's <i>Written on the Body</i> . 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	

Bibliography

Băban, Adriana, „Construcția socială a feminității și masculinității. Exemple de practici instituționale și individuale în România”, în Ghizela Cosma, Enikő Magyari Vincze și Ovidiu Pecican (eds.), *Prezențe feminine. Studii despre femei în România*, Cluj-Napoca, Editura Fundației Desire, 2002, pp. 43-76.

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Foucault, Michel, *Istoria sexualității*, Timișoara, Editura de Vest, 1995.

Hite, Shere, *Raportul Hite. Noul studiu Hite despre sexualitatea feminină*, traducere: Raluca Dumitru, Roxana Melnicu și



Dana Verescu, București, Editura Nemira, 2008, pp. 5-17 .
Hufton, Olwen, *The Prospect Before Her. A History of Women in Western Europe*, Volume One 1500-1800, New York, Alfred A. Knopf, 1996, pp. 492-514.
Preda Alina, *Jeanette Winterson and the Metamorphoses of Literary Writing*, Cluj-Napoca, Argonaut, 2010.
Winterson, Jeanette, *Oranges Are Not the Only Fruit*, London, Vintage, 1985.
---. *The Passion*, Harmondsworth, Penguin Books Ltd., 1987.
---. *Written on the Body*, London, Vintage, 1996.
---. *Art&Lies: A Piece for Three Voices and a Bawd*, London, Vintage, 1995.
---. *Art Objects: Essays on Ecstasy and Effrontery*, London, Vintage, 1996.

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 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 Course	<ul style="list-style-type: none"> • 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 	Written exam	50%
10.5 Seminar/practical course	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.	Oral 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).

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:
7.02.2025

Course tutor's name and signature

PREDA ALINA

Seminar tutor's name and signature name
and signature,
PREDA ALINA

Date of approval
Name and signature of Dean



UNIVERSITATEA BABEȘ-BOLYAI
BABEȘ-BOLYAI TUDOMÁNYEGYETEM
BABEȘ-BOLYAI UNIVERSITÄT
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TRADITIO ET EXCELLENTIA



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Date of approval:

Head of Department's name and signature,

14.02.2025

Popa-Petrar Petronia

Date of approval
Name and signature of Dean