

Guía docente de la asignatura

Fecha de aprobación por la Comisión
Académica: 16/07/2024**Geopolíticas del Conocimiento,
Género y Traducción: del Giro
Discursivo al Giro Decolonial
(M15/56/4/17)****Máster**

Máster Universitario Erasmus Mundus en Estudios de las Mujeres y de Género

MÓDULO

Universidad de Granada - Módulo Optativo

RAMA

Ciencias Sociales y Jurídicas

**CENTRO RESPONSABLE
DEL TÍTULO**

Escuela Internacional de Posgrado

Semestre

Primero

Créditos

5

Tipo

Optativa

**Tipo de
enseñanza**

Presencial

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

This course is taught in English. We will discuss the debates around language and translation from a feminist perspective, understanding these concepts as material-discursive practices. We will situate them in the different turns of the humanities (such as new materialisms, post-structuralisms, queer studies, and decolonial studies among others).

COMPETENCIAS**COMPETENCIAS BÁSICAS**

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o



limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.

- CB9 – Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 – Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

RESULTADOS DE APRENDIZAJE (Objetivos)

- To make students familiar with the research done by academics and other professionals in the fields of Women's Studies and Gender.
- To illustrate research experiences and methodologies so that student can develop their own research
- To run workshops where they demonstrate their argument and line of thought basing the class on the pedagogical "inverted method".
- To use affirmative critique based on reparative reading in order to create our feminist genealogies.
- To develop respond-able research based on the ethics of care.

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

1. Feminist genealogies
2. Translation: what is language?
3. Representationalisms
4. Geopolitics of translation
5. Feminist new materialisms
6. Queering translation: overflows and becomings beyond binarism

PRÁCTICO

1. Seminar on translation and gender studies
2. Seminar on writing the final essay

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL



(The main bibliography will be co-created with the students for each class and will be uploaded to Prado before the class).

Ahmed, Sara. 2018. Queer Use. 8 November. <https://feministkilljoys.com/2018/11/08/queer-use/>.

Baer, Brian James. 2020. Queer Theory and Translation Studies. Language, Politics and Desire. London: Routledge.

Barad, Karen. 2003. Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter, Signs: Journal of Women in Culture and Society 28 (3): 801-31

Colebrook, Claire. 2000. Questioning Representation, SubStance 92 (2000): 47-67

Crenshaw, Kimberle. 1991. Mapping the margins: Intersectionality, Identity Politics, and Violence Against Women of Color, Stanford Law Review. 43 (6): 1241 - 99

Glissant, Édouard. 1997. Poetics of Relation. Ann Arbor: University of Michigan Press.

Dolphijn, Rick & Van der Tuin, Iris (eds.). 2012. New Materialism: Interviews & Cartographies. Open Humanities MPublishing, University of Michigan Library.
<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=ohp;idno=11515701.0001.001>

LUKIC Jasmina, and SÁNCHEZ, Adelina. 2011. Feminist Approaches to Close Reading. In Theories and methodologies in Postgraduate Feminist Research. Researching Differently, ed. Rosemarie Buikema, et al., 160-185 New York and London: Routledge

Palmer, H. (2014), Deleuze and Futurism: A Manifesto for Nonsense. London: Bloomsbury

Palmer, Helen, and Beatriz Revelles-Benavente. 2019. "Decomposing Matter: From literary critique to language creation." MATTER: Journal of New Materialist Research 109-137.

PERRY, Pamela & SHOTWELL, Alexis. 2009. Relational understanding and white antiracist praxis, Social Theory. 27 (1): 33 - 50

RICH, Adrienne. 1987. Notes Towards a Politics of Location. In Blood, Bread and Poetry, 210 - 32. London: Virago

Spivak, G. (2021). "The politics of translation" in The Translation Studies Reader. Routledge

Van der Tuin, I. (2015), Generational Feminism: New Materialist Introduction to a Generative Approach. Maryland: Lexington Books

Von Flotow, Luise, Luciana Car Fonseca, Ana María Gentile, and María Laura Sportuno. 2022. "Translation and Gender. A Conversation with Luise von Flotow." Revista Belas Infiéis 1-13.

Walker, A. (1973), Everyday Use. Accessed on: <https://harpers.org/archive/1973/04/everyday-use/>

Woolf, V. (2002 [1929]), "A Room of One's Own" In H.Abrahams et al. (eds.) Norton Anthology of English Literature. Vol. 2. New York and London: Norton

BIBLIOGRAFÍA COMPLEMENTARIA



DELEUZE, Guilles. 1997. Literature and Life, Critical Inquiry, 23: 225-30

DERRIDA, Jacques. 1997 (1967). Of Grammatology. Baltimore: John Hopkings University Press
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FOUCAULT, Michelle. 1975. Discipline and Punishment: The birth of prison. London: Penguin

KIRBY, Vicki. 1997. Telling Flesh: The Substance of the Corporeal, New York and London:
Routledge

Rudrum, D., Askin, R., Beckman, F. (2019) (eds.), New Directions in Philosophy and Literature,
Edinburgh: Edinburgh University Press.

Spivak, G. (2006), Close Reading, PMLA 121 (5): 1608 - 17.

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

Continuous assessment throughout the duration of the course and three assessment methods:

Assessment method 1: Attendance and active class participation (20 %)

Assessment method 2: Workshop of a particular topic (40%)

Description: Preparation of a seminar (two hours maximum) on one of the sessions to be described on the first day. The students will meet with the professor previously in order to organize the session and preparing the bibliography. It will be evaluated by the professor and the students.

Assessment method 3: Individual essay to be written during one session following an article format or an entry for a scientific journal (max. words 5000) (40%)

Description: Writing an essay during the last session on one of the topics that are included in the course. It will follow the format of a scientific article and we will work on publishing it afterwards.

ANY FORM OF PLAGIARISM IN ANY OF THE ACTIVITIES OR ASSIGNMENTS (INCLUDING UNAUTHORISED USE OF AI) WILL LEAD TO THE FINAL GRADE 0% AND TO WHATEVER LEGAL MEASURES THE UGR OR/AND THE GEMMA CONSORTIUM MAY DECIDE TO IMPOSE.

EVALUACIÓN EXTRAORDINARIA



All students may attend it, regardless of whether or not they have followed a continuous evaluation process. In this way, each student who has not completed the continuous assessment will have the possibility of obtaining 100% of the grade by taking a test and / or work.

Assessment method 1: An oral presentation of one of the topics included in the contents of the course (Percentage over final grade: 50%).

Assessment method 2: A written essay carried out in the time and day assigned (Percentage over final grade: 50%) Max. words: 3000

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EVALUACIÓN ÚNICA FINAL

Article 8 of the Regulations for the Evaluation and Qualification of Students of the University of Granada establishes that those who cannot comply with the continuous evaluation method for justified reasons can take advantage of the single final evaluation.

Assessment method 1: An oral presentation of one of the topics included in the contents of the course (Percentage over final grade: 50%).

Assessment method 2: A written essay developed in the class in the time and day assigned (Percentage over final grade: 50%) Max. words: 3000

ANY FORM OF PLAGIARISM IN ANY OF THE ACTIVITIES OR ASSIGNMENTS (INCLUDING UNAUTHORISED USE OF AI) WILL LEAD TO THE FINAL GRADE 0% AND TO WHATEVER LEGAL MEASURES THE UGR OR/AND THE GEMMA CONSORTIUM MAY DECIDE TO IMPOSE.

INFORMACIÓN ADICIONAL

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): Gestión de servicios y apoyos (<https://ve.ugr.es/servicios/atencionsocial/estudiantes-con-discapacidad>).

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): [Gestión de servicios y apoyos](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad) (<https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad>).

