

## Gender and Identity in African Literatures (A005114)

Course size (nominal values; actual values may depend on programme)  
Credits 5.0 Study time 150 h Contact hrs 50.0 h

### Course offerings and teaching methods in academic year 2019-2020

Offering	Language	Teaching Method	Hours
A (semester 2)	English	lecture	10.0 h
		seminar	10.0 h
		self-reliant study activities	5.0 h
		lecture: plenary exercises	5.0 h
		group work	5.0 h
		microteaching	5.0 h
		guided self-study	5.0 h

### Lecturers in academic year 2019-2020

Brinkman, Inge	LW21	lecturer-in-charge
Katto, Jonna	LW21	co-lecturer

### Offered in the following programmes in 2019-2020

Programme	crdts	offering
<a href="#">Master of Science in Teaching in Languages (main subject African Languages and Cultures)</a>	5	A
<a href="#">Master of Arts in African Studies</a>	5	A
<a href="#">Exchange Programme African Languages and Cultures</a>	5	A

### Teaching languages

English

### Keywords

Gender; Identity; Text and context in Africa

### Position of the course

Seminar

### Contents

African literary texts in most cases are not meant as art for art's sake and do not call for a purely aesthetic evaluation. In most cases, the artistic, creative values are combined with a strong relation with the wider socio-political context in which the texts are produced.

The issue of identity has been of crucial importance for the formation of this relation. African authors/performers intensely debated the meaning of the concepts 'Africa', 'race', 'the nation', and 'ethnicity'. The choice of language has likewise been a factor in these identity formations.

Gender identity at times intersected with these debates, but in most instances has been treated as a separate issue. In this course we will make an attempt to bring these debates together. How do gender identities relate to Africa, race, the nation, ethnicity, language, and other identity categories?

In terms of case-studies the focus will be on the novel, but a wide range of texts will be offered, with examples from novels, autobiographies, short stories, historical narratives, etc.

### Initial competences

Bachelor degree in African Languages and Cultures or equivalent

## Final competences

- 1 to have acquired an advanced and academically underpinned knowledge and understanding of the relations between identity categories - in particular gender - and text and context in Africa.
- 2 to have acquired a sophisticated insight in the theoretical and methodological debates concerning representations of identity in African texts and contexts, particularly from a gendered perspective.
- 3 to be able to set up a well-argued and critical analysis in coherent writing of gender and other identity categories in African texts as framed in their contexts.

## Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

## Conditions for exam contract

This course unit cannot be taken via an exam contract

## Teaching methods

Guided self-study, group work, lecture, microteaching, seminar, self-reliant study activities, lecture: plenary exercises

## Learning materials and price

Selected compulsory reading. Course material will be provided in pdf on the course site.

## References

Apart from the compulsory reading materials, no specific references

## Course content-related study coaching

Feedback in class, on appointment and/or by e-mail

## Evaluation methods

end-of-term evaluation and continuous assessment

## Examination methods in case of periodic evaluation during the first examination period

Written examination, assignment

## Examination methods in case of periodic evaluation during the second examination period

Written examination, assignment

## Examination methods in case of permanent evaluation

Participation, skills test

## Possibilities of retake in case of permanent evaluation

not applicable

## Extra information on the examination methods

Periodic evaluation (70%):

1. Paper (65%)
2. Participation in plenary debate (5%)

Non-periodic, permanent evaluation (30%):

1. Each student offers a presentation, during one of the sessions (20%).
  2. Weekly assignment.
  3. Weekly compulsory reading.
  4. Participation in discussions during the plenary sessions.
- (2, 3, 4 together 10%)

## Calculation of the examination mark

NPE: 30%

PE: 70%

Except in the case of proven *force majeure* during the permanent evaluation, such as illness or other, there is no possibility for retake of the permanent evaluation part in the second exam period: the mark the student has obtained for permanent evaluation in the first exam session is simply copied to the second exam session.

The student can only be allowed to take part in the periodic exam (i.e. submitting a paper) after having obtained a pass mark for the permanent evaluation (i.e. having offered a presentation, having taken up the role of discussant, and having actively participated in the plenary debates and exercises).

## Facilities for Working Students

- 1 Student attendance during educational activities is required
- 2 Possible rescheduling of the examination to a different time in the same

(Approved)

academic year is only possible for the periodic exam (paper)

3 Feedback can be given on appointment during or before office hours or by e-mail.

Extra information:

For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and Philosophy, and <http://www.flw.ugent.be/flexibelstuderen>.