



## Teaching Guide

Teaching Guide				
Identifying Data				2015/16
Subject (*)	Literatura e diversidade cultural no ámbito anglófono		Code	613505015
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Optativa	3
Language				
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Liste Noya, Jose	E-mail	jose.listen@udc.es	
Lecturers	Liste Noya, Jose	E-mail	jose.listen@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	Toda la información relativa tanto a esta materia como al resto del Máster la pueden encontrar en la dirección Web arriba señalada.			

## Study programme competences

Code	Study programme competences
A9	E09 ? Familiarity with the main models and resources in literary/cultural research in the English-speaking domain.
A10	E10 ? Ability to use appropriate techniques for the analysis of artistic and cultural texts in the English-speaking domain.
A11	E11 ? Ability to identify and analyse the most relevant characteristics of culture and institutions in the English-speaking world through the study of different types of texts belonging to different historical periods.
B6	G01 ? The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B9	G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language
B10	G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students
B11	G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research.

## Learning outcomes

Learning outcomes	Study programme competences		
An advanced introduction to the theoretical and historical contexts of the multiculturalism debate in the English-speaking world and its supporting methodological frameworks. The aim is to attain a working knowledge of and critical competence in the theories and debates that constitute the concept of the multicultural in the literature and culture of the English-speaking world via a focus on certain national, regional, and thematic domains that exemplify in their own specific ways cultural diversity in its different manifestations. In this case, the focus is on prose narratives, fictional and non-fictional of the United States, with a specific focus on the spatial representation of multicultural encounter and conflict.	AR9 AR10 AR11	BR6 BR7 BR9 BR10 BR11	

## Contents

Topic	Sub-topic
1. The Space of the Multicultural: defining/critiquing cultural diversity	1.1. Multiculturalism: definitions and doubts 1.2. Diversity and cultural identity



2. Making Space: Theories of Spatiality	2.1. Introduction to theories of space 2.2. Space and cultural identity
3. Reading American Space: John Wesley Powell and The Exploration of the Colorado River and Its Canyons	3.1. Space, exploration and American identity 3.2. Spatial representation, cultural imperialism and textuality in John Wesley Powell's exploration narrative
4. N. Scott Momaday's House Made of Dawn: space, identity and Native American place.	4.1. Native American space, Native American identity 4.2. Space, place, and language
5. Cormac McCarthy's Blood Meridian: imperial space and desert places	5.1. Spatial and cultural imperialism in McCarthy 5.2. Desert spaces and the culture of emptiness

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Directed discussion	A11 B11	4	4	8
Case study	A10 B7 B10	8	14	22
Oral presentation	B9	1	8	9
Supervised projects	A10 B7 B10 B11	0	20	20
Introductory activities	A9 B6	4	4	8
Personalized attention		8	0	8
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Directed discussion	Discusión en seminario dos textos primarios e as materias teóricas
Case study	Análise e debate dos textos primarios e teóricos en seminario
Oral presentation	Presentación de traballos individuais de aspectos concretos das obras de lectura escollidos en consulta co profesor
Supervised projects	Elaboración de un traballo de investigación en forma de ensaio
Introductory activities	Introducción ós conceptos teóricos que se manexarán no seminario

Personalized attention	
Methodologies	Description
Supervised projects	Personal tutorials with the supervisor in order to guide the student's reading and her research work.

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A10 B7 B10 B11	Personal research in the shape of a written essay on a topic chosen in consultation with the teacher	60
Case study	A10 B7 B10	Class participation required in all activities of the seminar.	20
Oral presentation	B9	Individual presentation encouraging participation by other students	20

Assessment comments
To be eligible for evaluation you must pass all required work (class participation, oral presentation, essay). You may not be absent without leave for more than 2 sessions otherwise you will be given a NP (non presentado) as your final mark.

Sources of information
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<b>Basic</b>	<p>&lt;u&gt;Primary sources&lt;/u&gt;:Powell, John Wesley. &lt;i&gt;The Exploration of the Colorado River and Its Canyons. &lt;/i&gt;1875. New York: Penguin, 2003.Momaday, N. Scott. &lt;i&gt;House Made of Dawn. &lt;/i&gt;1968. New York: HarperPerennial, 2010McCarthy, Cormac. &lt;i&gt;Blood Meridian. &lt;/i&gt;1985. New York: Vintage, 1992Primary sources:Powell, John Wesley. The Exploration of the Colorado River and Its Canyons. 1875. New York: Penguin, 2003.Momaday, N. Scott. House Made of Dawn. 1968. New York: HarperPerennial, 2010McCarthy, Cormac. Blood Meridian. 1985. New York: Vintage, 1992</p>
<b>Complementary</b>	<p>All secondary materials and critical bibliographies will be provided before the course begins, preferably during the first semester. It will be posted on the course Moodle page several months before the seminar takes place. All secondary materials and critical bibliographies will be provided before the course begins, preferably during the first semester. It will be posted on the course Moodle page several months before the seminar takes place.</p>

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments
All primary readings must be made before the seminar actually begins so that fruitful discussion between all members of the seminar can be possible. All required secondary readings will be made available several months beforehand via the course Moodle page.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.