UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				2017/18
Subject (*)	Literature and Cultural Diversity in the Anglophone World		**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	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
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 and later manifestations of cultural diversity 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.	AR9 AR10 AR11	BR6 BR7 BR9 BR10 BR11

Contents	
Topic	**Sub-topic**
1. Introduction: thinking, living, theorizing culture	1.1. What is culture?
	1.2. What is cultural diversity?
2. Difference in/as culture	2.1. Ethnicity and racial identity
	2.2. Gender and sexual identity

3. Culture and conflict: violence in/as culture	3.1. War and hierarchy
	3.2. Class and status violence
4. Cultures of the post-	4.1. The question of technology
	4.2. Communication and community
5. Culture and (trans)globalization	5.1. Transnational, trans-linguistic, trans-species
Advanced study by means of selected literary and theoretical texts of the diverse aspects intrinsic to the constitution of cultural identity within the complex, globally diverse English - speaking world. Transhistorical and transcultural perspectives will enable an exploration of the multiple theoretical and literary approaches that have articulated the current notion of a multicultural English - l anguage literature in its sometimes contradictory diversity (with its transcultural, intercultural and intra - cultural interactions). The plurality of perspectives addresses the need to apply such theoretical and analytical tools to the current state of the English - speaking world in its expansive globalization and proliferating identities.	Advanced study by means of selected literary and theoretical texts of the diverse aspects intrinsic to the constitution of cultural identity within the complex, globally diverse English - speaking world. Transhistorical and transcultural perspectives will enable an exploration of the multiple theoretical and literary approaches that have articulated the current notion of a multicultural English - l anguage literature in its sometimes contradictory diversity (with its transcultural, intercultural and intra - cultural interactions). The plurality of perspectives addresses the need to apply such theoretical and analytical tools to the current state of the English - speaking world in its expansive globalization and proliferating identities.

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	Analise e debate dos textos primarios e teóricos en seminario
Oral presentation	Presentación de traballos individuáis de aspectos concretos das obras de leiture 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 manexara´n 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 related to the seminar's subject matter chosen in consultation with the teacher	60
Case study	A10 B7 B10	Close reading presented in seminar session of a key aspect of one of the set literary readings	20
Oral presentation	B9	Individual presentation of one of the set theoretical texts encouraging participation by other students	20

Assessment comments

p { text-indent: 1.27cm; margin-bottom: 0.25cm; direction: ltr; line-height: 120%; text-align: justify; }p.western { font-family: "Times New Roman",serif; font-size: 11pt; }p.cjk { font-size: 11pt; }p.ctl { font-family: "Times New Roman"; font-size: 10pt; }

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Given that
this degree programme is part distance learning, part actual
attendance, students are required to attend the compulsory sessions,
unless they have applied for exemption within the time period
specified by the Academic Commission of the degree, and this
exemption has been granted. This exemption will be valid provided
students comply with the rules on attendance in force in the three
universities participating in the programme, and provided they comply
with the assessment systems which are specified in the teaching
guides for each module. Students should be aware, however, that not
attending certain classroom sessions may affect their final grades.

Students
who have been granted exemption, as specified in the university
regulations, will be assessed according to the criteria applied to
the July opportunity.

Students
who do not submit
a supervised project, or who fail to submit at least 50% of the other
tasks for assessment, will be graded as absent from assessment (NP:
no presentado).

Students
who do not pass
in the first opportunity will be able to re-sit in July, when they
will be required to demonstrate that they have acquired the skills
for each module via two types of assessment: a supervised project
with the same percentage value and characteristics as in the first
opportunity, plus the exercises agreed upon with the lecturer(s) as a
substitute for the other activities of the module.

Sources of information	
Basic	<u>Primary sources</u>:Samuel Delany, <i>Stars in My Pocket Like Grains of Sand</i> Samuel Delany, "Aye, and Gomorrah"Primary sources:Samuel Delany, Stars in My Pocket Like Grains of SandSamuel Delany, "Aye, and Gomorrah"

| Complementary | 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. |

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 and most primary 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.