UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2017/18**
Subject (*)	Literary and Cultural Movements in English-Speaking Countries		**Code**	613505016
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	Toro Santos, Antonio Raul de	**E-mail**	antonio.toro.santos@udc.es	
Lecturers	Toro Santos, Antonio Raul de	**E-mail**	antonio.toro.santos@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	To analyse texts belonging to different periods in English literature			

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.
A13	E13 ? Familiarity with the relationship between the main artistic and literary manifestations in the English-speaking domain.
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**		
	AR10	BR7	
		BR10	
GO1,GO?, GO$,GO5.GO6,EO9,EO10,EO11,EO13	AR9	BR6	
		BR11	
	AR11	BR9	
	AR13		

Contents	
Topic	**Sub-topic**
1.-Introduction to periodization in English Literature.	Special attention to one period and literary movement to be selected.
2.-Chaucer.	Atención especial a un periodo e movemento que se seleccionará.
3.-Shakespeare.	Análise da obra de Chaucer.

4.-Contemporary poetry in England and Ireland.	Os movementos culturais e poéticos dos séculos XX e XXI.
Advanced research within the field of cultural and literary studies in the Anglophone world. Through the study of a wide variety of literary and cultural readings which are representative of geographical backgrounds and historical periods, students are offered the possilibity of analysing and discussing the overall periodization of Anglophone literatures (i.e., the Renaissance, Romanticism, Realism and Naturalism, Modernism, Postmodernism) as well as the dominant ideological and cultural patterns in each period and geographical context which give rise to such literary productions (i.e., social fiction in the Great Depression, existentialism and Theatre of the Absurd in the postwar years, the rewriting of history and identity within Postcolonial literatures, self-reflexivity and cultural parody in the postmodern era, etc.).	Via an applied, practical methodology, the complex interrelations between artistic and literary creation, critical theory and reader reception, and cultural and sociopolitical trends will be discussed as determining factors in the formation and ongoing evolution of literary canons in the Anglophone world.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Seminar	A9 A10	10	20	30
Guest lecture / keynote speech	A11 A13	5	20	25
Long answer / essay questions	B6 B7 B9 B10 B11	3	15	18
Personalized attention		2	0	2
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Seminar	Exposición das diferentes lecturas e discusión cos alumnos.
Guest lecture / keynote speech	Presentación do profesor.
Long answer / essay questions	Traballos e ensaios dos alumnos.

Personalized attention	
Methodologies	Description
Long answer / essay questions	Orientación cara á elaboración e presentación dos traballos.

Assessment			
Methodologies	Competencies	Description	Qualification
Guest lecture / keynote speech	A11 A13	Puntuarase a asistencia do alumnado as sesións e a súa participación.	20
Long answer / essay questions	B6 B7 B9 B10 B11	Ensaio final longo.	60
Seminar	A9 A10	Ensaios e outras actividades na clase.	20

Assessment comments

Sources of information	
Basic	- Amigoni, David (2011). Victorian Literature. Edinburgh: Edinburgh University Press
	- VV.AA. (2010). The Cambridge Companion to British Literature. Cambridge: CUP
	- Balshaw, Maria and Liam Kennedy, eds. (2002). Urban Space and Representation. London: Penguin Amigoni, David. Victorian Literature. Edinburgh : Edinburgh University Press, 2011. The Cambridge Companion to British Romanticism. Cambridge ; New York. Cambridge University Press, 2010.Victorian Literature. Balshaw, Maria and Liam Kennedy, eds. Urban Space and Representation. London:Pluto, 2000. Benjamin, Walter. The Arcades Project. Cambridge: Harvard UP, 2002. Bradbury, Malcolm and James MacFarlane. Modernism. London: Penguin, 1991. Brooker, Peter. Modernity and Metropolis:Writing, Film and Urban Formations New York: Palgrave, 2002.Andrew Thacker, eds. Geographies of Modernism : Literatures, Cultures, Spaces . New York: Routledge, 2005. Brown Tindall, George and David E. Shi. America: A Narrative History, vol. 2. New York: Norton, 1996. Carter, Ronald. The Routledge History of Literature in English Britain and Ireland. London: Routledge, 1997.Caws, Mary Ann, ed. City Images: Perspectives from Literature, Philosophy and Film. Amsterdam: Gordon and Breach, 1991.Clarke, Graham. The American City. New York: Helm, 1997. The American City: Literary Sources and Documents. Robertsbridge: Helm, 1997. Cuerkovich, A. Mixed Feelings Feminism,1992 Donald, James. Imagining the Modern City. Minneapolis: U of Minnesota P, 1999Hand, Derek. A History of the Irish Novel: from 1665 to 2010. Cambridge; New York: Cambridge University Press, 2011.Henkin, David M. City Reading. New York: Columbia UP, 1998. Hurm, Gerd. Fragmented Urban Images: The American City in Modern Fiction from Stephen Crane to Thomas Pynchon. New York : Peter Lang, 1991Hughes, W. Maniac in the Cellar, 1980. Legates, Richard T. The City Reader. London: Routledge, 2003.Lehan, Richard. The City in Literature: An Intellectual and Cultural History. Berkeley:U of California P, 1998.Lombardo, Patrizia. Cities, Words and Images:From Poe to Scorsese. Houndmills: Palgrave Macmillan, 2003.Miller, D.A. Cage aux Folles,1980 Pike, Burton. Image of the City in Modern Literature. New Jersey: Princeton, UP. 1981.Shail, Andrew. The Cinema and the Origins of Literary Modernism. New York: Routledge, 2012Shiel, Mark. Screening the City . London: Verso, 2003.Showalter, Elaine. A Literature of Their Own: British Women Novelists from Brontë to Lessing. London: Virago, 1982. Tillotson, K. The Woman in White, 1969 Williams, Raymond. The Country and the City. London: Chatto, 1973. Woodward Smith, Elizabeth. Diccionario de referencias culturales en la literatura inglesa. Santiago de Compostela: Universidade de A Coruña, Departamento de Filología Inglesa, 2002.Young, Tory. Studying English Literature : A Practical Guide. Cambridge ; New York: Cambridge University Press, 2008.
Complementary	

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