



## Teaching Guide

Identifying Data					2017/18
<b>Subject (*)</b>	Models of Literary and Cultural interpretation in English-Speaking Countries	<b>Code</b>	613505008		
<b>Study programme</b>	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	First	Obligatoria	3	
<b>Language</b>	English				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Letras				
<b>Coordinador</b>	Lorenzo Modia, Maria Jesus	<b>E-mail</b>	maria.lorenzo.modia@udc.es		
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<b>Web</b>					
<b>General description</b>	<p>Brief survey of the main schools of literary and cultural criticism and of their application to the analysis of literary and cultural production in the Anglophone world. This course will present a selection of critical perspectives in order to approach issues such as: the debate about the ?classical heritage?, historiography and the canon; the development of the various critical schools ranging from New Criticism, Russian Formalism, Structuralism and Narratology to PostStructuralism, Psychoanalysis, Marxist theories, Cultural Materialism, New Historicism, Feminist Criticism, Gender Studies, and more recent approaches such as Multiculturalism, Ethnocriticism, Postcolonial Studies, Diaspora and Transnationalism and, finally, Ecocriticism</p>				

## Study programme competences / results

Code	Study programme competences / results
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.
A12	E12 ? Understanding of different theoretical and critical approaches, as well as their application to the analysis of literary and cultural texts in the English-speaking domain.
A13	E13 ? Familiarity with the relationship between the main artistic and literary manifestations in the English-speaking domain.
B1	CB6 ? Students should have the knowledge and understanding necessary to provide a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
B2	CB7 - Students should be able to apply the knowledge acquired and a problem-solving capacity to new or lesser known areas within wider contexts (or multidisciplinary contexts) related to the study area.
B3	CB8 - Students must be able to integrate knowledge and to deal with the complexity of judgement formulation starting with information, which might be incomplete or limited, and which includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgement.
B4	CB9 ? Students must be able to communicate their conclusions, as well as the knowledge and reasoning behind them, to both specialized and general audiences in a clear and unambiguous way
B5	CB10 ? Students should have the necessary learning skills to allow them to continue studying in a largely autonomous manner.
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.
B8	G03 ? An efficient use of new information technology and communication in English Studies is a necessary skill.
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.
B13	G08 ? Students should become progressively autonomous in the learning process, and in the search for appropriate resources and information, via the use of bibliographic and documentary sources related to English Studies.

Learning outcomes			
Learning outcomes	Study programme competences / results		
To be familiar with images of women in English literature, and with texts written by women, particularly from the long eighteenth-century onwards.	AR9 AR10 AR11 AR12	BR1 BR2 BR4 BR6 BR8 BR9	
Students will get acquainted with the main Anglo-American schools of literary criticism in the twentieth and twenty-first centuries	AR9 AR10 AR11 AR12 AR13	BR1 BR2 BR4 BR8 BR9	
Students will get acquainted with the social and ideological context that has given rise to the different approaches to literary theory.		BR3 BR10 BR11	
Students will clarify concepts and methods in Anglo-American literary theory through their application to the analysis of literary and cultural texts from the Anglophone world	AR10 AR12	BR1 BR2 BR5 BR13	

Contents	
Topic	Sub-topic
Brief survey of the main schools of literary and cultural criticism and of their application to the analysis of literary and cultural production in the Anglophone world.	This course will present a selection of critical perspectives in order to approach issues such as: the debate about the ?classical heritage?, historiography and the canon; the development of the various critical schools ranging from New Criticism, Russian Formalism, Structuralism and Narratology to PostStructuralism, Psychoanalysis, Marxist theories, Cultural Materialism, New Historicism, Feminist Criticism, Gender Studies, and more recent approaches such as Multiculturalism, Ethnocriticism, Postcolonial Studies, Diaspora and Transnationalism and, finally, Ecocriticism.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Supervised projects	A9 A10 A11 A12 A13 B2 B3 B6 B8	0	24	24
Directed discussion	A12 B1 B4 B9 B11	7	5	12
Oral presentation	B5 B8 B9 B10 B11 B13	2	3	5



Events academic / information	A11 B2 B3 B6	2	2	4
Workbook	A11 B1 B3	0	20	20
Guest lecture / keynote speech	A9 A10 A12 B6	9	0	9
Personalized attention		1	0	1

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Supervised projects	Traballo escrito sobre textos primarios ou secundarios relacionados co programa (2.000 palabras aproximadamente)
Directed discussion	Contribución activa aos debates sobre temas propostos
Oral presentation	Presentación oral na clase de análises de textos fixados
Events academic / information	Asistencia e informes sobre encontros relacionados co programa
Workbook	Lectura crítica de textos asignados
Guest lecture / keynote speech	Descrición e análise crítica de textos e periodos estudiados.

Personalized attention	
Methodologies	Description
Directed discussion Supervised projects Oral presentation Events academic / information Workbook	Students will be tutorized for the preparation of essays, oral presentations, discussions and any other aspect related to the subject.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Guest lecture / keynote speech	A9 A10 A12 B6	Attendance to lectures on syllabus topics	10
Directed discussion	A12 B1 B4 B9 B11	Active participation in sessions	20
Supervised projects	A9 A10 A11 A12 A13 B2 B3 B6 B8	Monitored research on assigned issues	20
Oral presentation	B5 B8 B9 B10 B11 B13	Oral presentation on assigned topics	20
Events academic / information	A11 B2 B3 B6	Attendance and written report of events related to the syllabus	10
Workbook	A11 B1 B3	Critical reading of assigned texts to be discussed in class	20

Assessment comments
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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



<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- Lennox, Charlotte (1989). <i>Fragments of The Female Quixote</i>. Oxford: OUP</li> <li>- Manley, Delariviere (1992). <i>Fragments of The New Atalantis</i>. Harmondsworth, Middlesex: Penguin</li> <li>- Haywood, Eliza (1997). <i>Fragments of Miss Betsy Thoughtless</i>. Oxford: OUP; Hertfordshire, Canada: Broadview</li> <li>- Haywood, Eliza (2000). <i>Fragments of Love in Excess, or The Fatal Enquiry</i>. Hertfordshire, Canada: Broadview</li> <li>- Fielding, Sarah (2005). <i>Fragments of The Governess</i>. Hertfordshire, Canada: Broadview</li> <li>- Sheridan, Frances (1995). <i>Fragments of Memoirs of Miss Sidney Bidulph</i>. Oxford: OUP</li> <li>- Haywood, Eliza (1999). <i>Selections from The Female Spectator</i>. Oxford: OUP</li> <li>- Wollstonecraft, Mary (1988). <i>Sections of A Vindication of the Rights of Woman</i>. New York: Norton;Oxford: OUP</li> </ul> <p>Bloom, Harold. <i>The Western Canon: The Books and School of the Ages</i>. New York: Harcourt Brace, 1995. Brydon, Diana, ed. <i>Postcolonialism: Critical Concepts in Literary and Cultural Studies</i>. London and New York: Routledge, cop. 2000. Cuddon, J. A. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i>. London: Penguin Books, 1999. Eagleton, Terry and Drew Milne, Eds. <i>Marxist Literary Theory: A Reader</i>. Oxford: Blackwell, 1996. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Oxford: Blackwell, 1996. Frassinelli, Pier Paolo, Ronit Frenkel, and David Watson, Eds. <i>Traversing Transnationalism: The Horizons of Literary and Cultural Studies</i>. Amsterdam and New York, NY : Rodopi, 2011. Glotfelty, Cheryl, and Harold Fromm, Eds. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i>. Athens (Georgia): The University of Georgia Press, cop. 1996. Green, Keith and Jill LeBiham. <i>Critical Theory and Practice: A Coursebook</i>. London and New York: Routledge, 2012. Kurzweil, Edith and William Phillips, Eds. <i>Literature and Psychoanalysis</i>. New York: Columbia University Press, 1983. Marzec, Robert T. <i>An Ecological and Postcolonial Study of Literature. From Daniel Defoe to Salman Rushdie</i>. London: Palgrave, 2007. Onega, Susana &amp; José A. García Landa. <i>Narratology: An Introduction</i>. London: Longman, 1996. Rice, Philip and Patricia Waugh, Eds. <i>Modern Literary Theory: A Reader</i>. London: Arnold, 2001. Rooney, Ellen, Ed. <i>The Cambridge Companion to Feminist Literary Theory</i>. Cambridge: Cambridge University Press, 2006.</p>
<p><b>Complementary</b></p>	<ul style="list-style-type: none"> <li>- MacCarthy, B. G. (1994). <i>The Female Pen</i>. Cork: Cork UP</li> <li>- Beetham, Margaret (1996). <i>A Magazine of her Own?</i>. London: Routledge</li> <li>- Lorenzo Modia, María Jesús (1998). <i>Literatura femenina inglesa del siglo XVIII</i>. A Coruña: UDC</li> <li>- Todd, Janet (1989). <i>The Sign of Angellica</i>. London: Virago</li> <li>- Spencer, Jane (1986). <i>The Rise of the Woman Novelist</i>. Oxford: Blackwell</li> <li>- Ballaster, Ros (1992). <i>Seductive Forms. Women's Amatory Fiction from 1684 to 1740</i>. Oxford: Clarendon</li> <li>- McDowell, Paula (1998). <i>The Women of Grub Street.</i>. Oxford: Clarendon</li> <li>- Shevelov, Kathryn (1989). <i>Women and Print Culture</i>. London: Routledge</li> <li>- Italia, Iona (2005). <i>The Rise of Literary Journalism in the Eighteenth Century</i>. London: Routledge</li> <li>- Showalter, Elaine (1984). <i>A Literature of their Own</i>. London: Virago</li> <li>- ( ). .</li> </ul>

**Recommendations**

**Subjects that it is recommended to have taken before**

Novos enfoques nos estudos literarios e culturais/613484002

Literatura. cultura e xénero /613484019

**Subjects that are recommended to be taken simultaneously**

**Subjects that continue the syllabus**

**Other comments**



(\*)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.