



Teaching Guide

Identifying Data					2018/19
Subject (*)	Critical Discourses and Canonization Processes		Code	613584123	
Study programme	Mestrado Universitario en Literatura, Cultura e Diversidade (plan 2016)				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	2nd four-month period	First	Optional	3	
Language	GalicianPortuguese				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es		
Lecturers	Lourido Hermida, Isaac Samartin López-Iglesias, Roberto	E-mail	isaac.lourido@udc.es roberto.samartin@udc.es		
Web	http://www.udc.es/filo/mlcd				
General description	Study of the main elements and discourses present in the construction of cultural communities, as well as the means, strategies and processes of construction and naturalization of ideas about culture, art and the community itself in the Galician-Portuguese environment.				

Study programme competences / results

Code	Study programme competences / results
A1	Integrar os estudos literarios nun contexto cultural mais extenso que trascenda os límites dunha soa lingua e/ou nación, atendendo á diversidade cultural
A2	Ampliar o concepto de literatura, a través da súa relación coas TICS, os medios de comunicación, o cine, as artes, no marco da diversidade cultural
A3	Ser capaz de realizar aportacións creativas e orixinais no estudo comparatista dos textos literarios, dos produtos artísticos e das realidades culturais
A5	Adquirir as habilidades necesarias para analizar e investigar os mecanismos dos procesos de comunicación
A8	Comprender os procesos históricos dos estudos literarios e culturais e os seus cambios de paradigma
A9	Aplicar as técnicas de análise cultural respetando os fundamentos ideolóxicos presentes en contextos diversos
A12	Ser capaz de desenvolver un enfoque orixinal e creativo na investigación avanzada no ámbito dos estudos literarios e culturais
A13	Aplicar unha perspectiva comparatista de carácter transnacional e plurilingüístico aos estudos literarios, artísticos e culturais
A14	Adquirir a capacidade de xestionar ferramentas e recursos de investigación aplicados no ámbito dos estudos literarios e culturais
B4	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións(TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da vida
B5	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común
B6	Valorar críticamente o coñecemento, a tecnoloxía e a información dispoñibles para resolver problemas cos que deben afrontarse
B7	Asumir como profesional e cidadán a importancia da aprendizaxe
B8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade
C2	Traballar de maneira interdisciplinar en entornos diversos
C3	Demostrar un compromiso ético coas desigualdades
C4	Promover o entendemento intercultural desde a comprensión da diversidade
C5	Integrar coñecementos de campos de estudos diversos
C6	Aplicar coñecementos e habilidades na resolución de problemas en entornos novos o non familiares en contextos interdisciplinares
C7	Desenvolver habilidades cognitivas avanzadas (capacidade de síntese, análise e pensamento crítico) relacionadas co desenvolvemento e a creación dun perfil investigador
C8	Adquirir a capacidade de concebir e deseñar proxectos de investigación con rigor académico



Learning outcomes			
Learning outcomes	Study programme competences / results		
Integrar os estudos literarios nun contexto intercultural máis extenso e que ultrapase os limites dunha única comunidade, atendendo nomeadamente á diversidade cultural do ámbito galego-portugués.	AC1		CC4
Comprender os procesos históricos dos estudos literarios e culturais e os seus cambios de paradigma.	AC8		
Ser capaz de desenvolver un enfoque orixinal e creativo na investigación avanzada no ámbito dos estudos literarios e culturais.	AR1		
Aplicar as técnicas de análise cultural respectando os fundamentos ideolóxicos presentes en contextos diversos.	AC9		
Alargar o concepto de literatura e entendela en relación con outros campos culturais, utilizando ferramentas e tecnoloxías apropiadas para o seu estudo.	AC2 AC3		CC5
Analizar e interpretar tanto textos como mecanismos e procesos de comunicación aplicando diferentes modelos teóricos e ferramentas de análise.	AC5 AR3		
Adquirir a capacidade de utilizar ferramentas, tecnoloxías e recursos de investigación interdisciplinares para a súa aplicación á resolución de problemas en entornos diversos no ámbito dos estudos literarios e culturais.		BJ1	CC2 CC6
Aplicar unha perspectiva comparatista de carácter transnacional e plurilingüístico aos estudos literarios, artísticos e culturais	AR2		
Asumir a importancia e os beneficios sociais da aprendizaxe e coñecer os medios para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común		BJ2 BJ3 BJ4 BJ5	CC3
Adquirir a capacidade de concebir e deseñar proxectos de investigación con rigor académico e desenvolver habilidades cognitivas avanzadas (capacidade de síntese, análise e pensamento crítico) relacionadas co desenvolvemento e a creación dun perfil investigador.			CR1 CR2

Contents	
Topic	Sub-topic
1. A crítica e (é) a cultura	1.1. Función e posición da crítica nos sistemas culturais 1.2. Crítica, historiografía e teoría literaria/cultural
2. Campo da crítica e procesos de canonización	2.1. Estratexias de atribución de valor e creación de sentido 2.2. Discursos críticos, cánone, conflito e identidade 2.3. Alternativas críticas
3. Procesos de canonización no intersistema cultural galego-portugués	3.1. Criterios canonizadores 3.2. Estudos de caso (Galiza, Portugal, Brasil, PALOP)

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A8 B5 B6 C4	5	8	13
Directed discussion	A2 A3 B7 B8 C3 C5	5	8	13
Supervised projects	A14 B4 C2 C6 C8	1	20	21
Workbook	A13 A5 A9	1	20	21
ICT practicals	A2	1	2	3
Seminar	A12 C7	3	0	3
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



Guest lecture / keynote speech	Presentation, development and analysis of theoretical and fundamental procedural contents so that the students reach the competences and skills expected in the seminar.
Directed discussion	Presentation by the professor or by the students of a series of theoretical-practical cases for their joint and collaborative analysis throughout the face-to-face sessions.
Supervised projects	Approach of bibliographic materials on the subjects under study (in accordance with the planning carried out by the professor at the beginning of the seminar).
Workbook	Realization and analytical study of a series of readings previously selected by the teacher directly related to the contents addressed in the seminar.
ICT practicals	Presentation and proof of the application of ICT to the study of literary and cultural criticism.
Seminar	Group work from the oral presentation to the whole of the class of the results of the supervised works and / or of some reading of those attributed by the teacher at the beginning of the sessions. During the seminars, the students will use the necessary technological resources and will demonstrate the assumption and practical application of the contents, skills and competences addressed during the seminar.

Personalized attention

Methodologies	Description
Supervised projects Workbook Seminar	<p>In addition to the accompaniment work done in the tutoring schedule marked by the teacher responsible for the subject, personalized attention will be directed especially (not only) to support the completion of the Tutored Works, Readings and Seminars. In general, it is recommended that each student attend at least one tutorial prior to the exhibition of the attributed readings.</p> <p>In order to carry out the planned activities and in order to obtain adequate guidance, it is essential that the students communicate their progress and possible difficulties in a fluid and frequent manner. In addition, each student will be able to make all kinds of consultations in relation to the development of the subject, either in the tutoring schedule or through the e-mail.</p> <p>This personalized attention is also contemplated for part-time students with recognized academic dispensation, as well as for students enrolled to be examined in the December session.</p>

Assessment

Methodologies	Competencies / Results	Description	Qualification
Guest lecture / keynote speech	A1 A8 B5 B6 C4	The level of analysis and comprehension of the exposed subjects will be evaluated, as well as the resolution of the problems presented during these sessions, either through case studies or analysis of specific documentary sources, either in the course of the directed discourses and the seminars.	10
Directed discussion	A2 A3 B7 B8 C3 C5	The rigor and depth of the analysis will be assessed, as well as the different types of questions raised during the interventions, the frequency of these and, in general, all the contributions related to the accompaniment / development of the subject.	20
Supervised projects	A14 B4 C2 C6 C8	The contents and results of the teaching-learning process will be evaluated in relation to the achievement of the objectives sought in the subject. It will also be considered in the evaluation the linguistic quality, the capacity for autonomous learning and / or teamwork, the analytical and critical capacity, and the adaptation to the objectives formulated by the teacher for this activity.	30
Workbook	A13 A5 A9	In addition to the possible oral presentation of some of the proposed readings, the level of analysis and comprehension of the remaining readings demonstrated in the course of the other presentations, in the directed discussions and in the seminars will be evaluated.	20



Seminar	A12 C7	The comprehension and mastery of the contents presented and commented will be fundamentally evaluated, as well as the usefulness of the discourse for the purposes of the subject. It will also take into account the linguistic quality, the organization and the expository sequence, the clarity and precision in the interventions, the interaction with the audience, the use of the time available and the possible elaboration and use of technological resources.	20
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Assessment comments



The evaluation of the seminar will be done continuously. In it will be taken into account not only the sections referred to in the corresponding place but also, in a transversal way, the linguistic, argumentative and collaborative learning skills demonstrated throughout the teaching-learning process.

In

this sense, all activities or tests must meet minimum linguistic correction requirements (spelling, punctuation, syntactic agreement, absence of repetitions, lexical precision, formal registration ...); in the case of linguistic-expressive deficiencies, these may be penalized in the qualification according to the criteria that will be published in the Moodle platform at the start of the course. The papers submitted by the students may be incorporated into Turnitin, a tool for the detection of plagiarism as well as works previously presented at this or other universities, including by the same student. In the event of any of these circumstances, the measures contemplated in the Rules of evaluation, review and claims of the qualifications of the undergraduate and master's degree studies of the University of A Coruña may be applied (article 14.4).

All

activities must be done and delivered in accordance with the deadlines and procedures set in the schedule that the teacher will give the students at the beginning of the sessions and will hang in Moodle. Activities delivered after the deadline will not be evaluated.

Part-time

students or students with academic dispensation will make or deliver the activities indicated on the date previously agreed with the teacher.

These

students must complete and deliver the same activities as the rest and, if they can not attend the tutorials, they must contact the teacher via email at the start of the course. Students who certify that they can not attend classes should also contact the seminar professor.

Students

who attend the advanced call in December must first contact the teacher responsible for the seminar and, in order to overcome it, they will have to carry out the supervised works (5 points) and readings (5 points) that will be entrusted to them.

If

there are specific evaluation criteria for any of the proposed tasks, these will be made public through the Moodle and / or will be presented in class. The teachers will give the appropriate instructions for the correct development of each of the planned activities.

Those who do not pass the seminar with the continuous evaluation must participate in the July opportunity. In order to pass the subject in this second opportunity, the students must satisfactorily complete all those tasks not overcome in the previous opportunity along with those other works that are requested.

Any student who does not present any of the activities foreseen in this guide will be considered not submitted.



Basic	<ul style="list-style-type: none">- Bourdieu, Pierre (1991). ?Le champ littéraire. Avant propos?. ctes de la Recherche en sciences sociales, nº 89, pp. 3-46- Bourdieu, Pierre (1992). Les règles de l'art. Genèse et structure du champ littéraire. Paris: Éditions du Seuil- Bourdieu, Pierre (1985). La distinction: critique sociale du jugement. Paris: Éditions de Minuit- Casas, Arturo (2002). ?A Teoría crítica da cultura e a planificación dos estudos socioculturais (para ler González-Millán)?. Anuario de estudos literarios galegos, 29-38- Casas, Arturo (2007). ?Xoán González-Millán: itinerarios teóricos?. Helena González Fernández & María Xesús Lama (eds.), Actas do VII Congreso Internacional- Castells, Miguel (2003). La era de la información. El poder de la Identidad. Madrid: Alianza Editorial- Figueroa, Antón (2001). Nación, literatura, identidade: comunicación literaria e campos sociais en Galicia. Vigo: Edicións Xerais de Galicia- Figueroa, A.; González-Millán, X. (1997). Communication littéraire et culture en Galice. Paris: L'Harmattan- Fowler, B. (1997). Pierre Bourdieu and Cultural Theory. Critical Investigation. London: Sage- Even-Zohar, Itamar (2007). Polisistemas de cultura. Tel Aviv: Unit of Culture Research, Tel Aviv University (acesíbel en http://www.tau.ac.il/~itamarez/)- Even-Zohar, Itamar (2010). Papers in Culture Research. Tel Aviv: Unit of Culture Research, Tel Aviv University (acesíbel en http://www.tau.ac.il/~itamarez/)- González-Millán, X. (2000). Resistencia cultural e diferenca histórica: a experiencia da subalternidade. Santiago de Compostela: Sotelo Blanco- Lamont, M. & Fournier, M. (1992). Cultivating Differences. Symbolic Boundaries and the Making of Inequality. Chicago and London: The University of Chicago Press- Lourido Hermida, Isaac (2011). As alternativas sistémicas da Historia literaria en situación de conflito cultural. Desenvolvementos teóricos e modelos de renovación nos casos galego e quebequense. Departamento de Literatura Española, Teoría da Literatura e Lingüística Xeral, Universidade de Santi- Nooy, W. de (2005). ?Culture in networks?. The Collection and Analysis of Network Data. Summer School of the Quantitative Methods, the Social S- Pageaux, D. H. (2007). Littératures et Cultures en dialogue. Paris: L'Harmattan- Rees, C. van (1983). ?Advances in the Empirical Sociology of Literature and the Arts: The Institutional Approach?. Poetics 12, 285-310- Samartim, Roberto L.I. (2010). O proceso de construción do sistema literario galego entre o franquismo e a transición (1974-1978): margens, relacións, estrutura e estratexias de planificación cultural. Santiago de Compostela: Servizo de Publicacións da USC- Sapiro, G. (2007). ?Pour une approche sociologique des relations entre littérature et idéologie?. CONTEXTES 2 (acesíbel en http://contextes.revues.org/index165.html)- Sela-Sheffy, R. (2002). ?Canon Formation Revisited: Canon and Cultural Production?. Neohelicon XXIX(2), 141-159- Tarrío Varela, Anxo e Abuín González, Anxo (eds.) (2004). Bases metodolóxicas para unha historia comparada das literaturas da Península Ibérica. Santiago de Compostela: Servizo de Publicacións da USC- Thiesse, A. (1999). La Création des identités nationales: Europe XVIIIe XXe siècle. Paris: Éditions du Seuil- Torres Feijó, Elías J. (2004). ?Roma locuta causa finita? Sobre docência e crítica da literatura e da cultura?. Aurora Marco et al. (eds.), Actas del VII Congreso Internacional de la Sociedad Española de Didáctica
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Complementary	<p>1. Angenot, Marc (1979). <i>Glossaire pratique de la critique contemporaine</i>. Quebec: Éditions Hurtubise HMM2. Cabral, Amílcar (1999). <i>Nacionalismo e cultura</i>. Compostela: Laivento3. Capra, Dominick La (2006). <i>Historia en tránsito: experiencia, identidad, teoría crítica</i>. Buenos Aires: Fondo de Cultura Económica4. Casas, Arturo (coord.) (2004). <i>Elementos de crítica literaria</i>. Vigo: Xerais5. Claval, Paul (2003). <i>Géographie culturelle: une nouvelle approche des sociétés et des milieux</i>. Paris: Armand Colin6. Cochón Otero, Iris & Rábade Villar, María do Cebreiro (2004). &quot;A crítica no campo literario. Teorías críticas e identidades emerxentes&quot;. <i>Elementos de crítica literaria</i>, Vigo: Xerais, pp.161-2047. Cunha, Carlos Manuel Ferreira da (2002). <i>A construção do discurso da história literária na literatura portuguesa do século XX</i>. Braga: Centro de Estudos Humanísticos/ Universidade do Minho8. Edgardo Lander (comp.) (2000). <i>La colonialidad del saber: eurocentrismo y ciencias sociales. Perspectivas Latinoamericanas</i>. Buenos Aires: Consejo Latinoamericano de Ciencias Sociales9. Fortin, N. (1994). <i>Une littérature inventée. Littérature québécoise et critique universitaire (1965-75)</i>. Presses de l'Université Laval: Sainte Foy10. Gaard, Greta; Murphy, Patrick (1998). <i>Ecofeminist Literary Criticism: Theory, Interpretation, Pedagogy</i>. Urbana and Chicago: University of Illinois Press11. Godzich, Wlad (1998). <i>Teoría literaria y crítica de la cultura</i>. Madrid: Cátedra-Universitat de València12. Gutiérrez García, Santiago (2007). &quot;La lírica gallegoportuguesa en los procesos de hegemonización y canonización de la literatura gallega&quot;. <i>Anuario de Estudios Medievales</i>, 37/1: 245-26513. Harlow, B. (1987). <i>Resistance literature</i>. Methuen: New York14. Hooper, Kirsty (2005). &quot;Novas cartografías nos estudos galegos: nacionalismo literario, literatura nacional, lecturas posnacionais&quot;. <i>Anuario de Estudos Literarios Galegos</i>: 64-7315. Jameson, Fredric; Žižek, Slavoj (1998). <i>Estudios culturales. Reflexiones sobre el multiculturalismo</i>. Buenos Aires: Paidós16. López Silva, Inmaculada (2004). <i>Teatro e canonización. A crítica teatral na prensa periódica galega (1990-2000)</i>. Lugo: Tris Tram17. Mata, Inocência (1992). <i>Emergência e existência de uma literatura (O caso santomense)</i>. Linda-a-Velha18. Moi, Toril (1985). <i>Sexual/Textual Politics. Feminist Literary Theory</i>. London and New York: Routledge19. Moisan, Clément; Saint-Jacques, Denis (dirs.) (1987). &quot;L'Autonomisation de la littérature&quot;. <i>Études littéraires</i>, 20, 1.20. Nooy, Wouter de (1991). &quot;Social Networks and Classification in Literature&quot;. <i>Poetics</i>, 20: 507-53721. Rees, K. van (1983). &quot;How a Literary Work Becomes a Masterpiece: On the Threefold Selection Practised by Literary Criticism&quot;. <i>Poetics</i>, 12: 397-41722. Reis, Carlos (coord.) (1991-1996). <i>História crítica da literatura portuguesa</i>. 9 vol, Lisboa: Verbo23. Saraiva, António José (2000). <i>História da cultura em Portugal</i>. Lisboa: Gradiva24. Schmidt, Siegfried J. (1983). &quot;The Empirical Science of Literature ESL: A New Paradigm&quot;. <i>Poetics</i>, 12: 19-3425. Torres Feijó, E. J. (2004). &quot;Potencialidades na indústria de ideias na Galiza actual para o relacionamento galego-luso-afro-brasileiro&quot;. [Actas do] VIII Congresso Luso Afro Brasileiro de Ciências Sociais, Coimbra: Centro de Estudos Sociais</p>
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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 the questions not explicitly contemplated in this guide or the possible doubts in relation to the development of the subject will be resolved by the teacher in his tutoring schedule, in the face-to-face sessions or in the e-mail that appears in the corresponding place of this document .

(*)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.