



| Teaching Guide | | | | |
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| Identifying Data | | | | 2021/22 |
| Subject (*) | Literature, Culture and Society | Code | 613584103 | |
| Study programme | Mestrado Universitario en Literatura, Cultura e Diversidade (plan 2016) | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Official Master's Degree | 1st four-month period | First | Obligatory | 3 |
| Language | SpanishGalicianPortuguese | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Letras | | | |
| Coordinador | Samartin López-Iglesias, Roberto | E-mail | roberto.samartin@udc.es | |
| Lecturers | Samartin López-Iglesias, Roberto | E-mail | roberto.samartin@udc.es | |
| Web | | | | |
| General description | Aproximación das relacións entre literatura, cultura e sociedade, prestando especial atención ás escolas teórico-críticas que parten de postulados sociolóxicos, sistémicos e/ou de base marxista | | | |
| Contingency plan | <p>1. Modifications to the contents</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>*Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p> | | | |

| 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 |
| A4 | Aplicar as técnicas de análise cultural en contextos diversos |
| A5 | Adquirir as habilidades necesarias para analizar e investigar os mecanismos dos procesos de comunicación |
| A6 | Coñecer e valorar a diversidade cultural, con especial atención aos ámbitos hispánico e galego-portugués |
| A7 | Coñecer as principais correntes teóricas que integraron e integran a reflexión sobre a literatura e a cultura, así como os seus antecedentes |
| A9 | Aplicar as técnicas de análise cultural respetando os fundamentos ideolóxicos presentes en contextos diversos |
| A10 | Analizar e interpretar textos, aplicando diferentes modelos teóricos e xenéricos |
| 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 |



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| 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 |
| B10 | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma |
| B11 | Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras |
| C1 | Adquirir capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva |
| C2 | Traballar de maneira interdisciplinar en entornos diversos |
| 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 |
| C9 | Desenvolver habilidades de xestión da información para propósitos académicos e de investigación |

| Learning outcomes | | | |
|---|---------------------------------------|-------------------|------------|
| Learning outcomes | Study programme competences / results | | |
| Coñecer as principais correntes teóricas que integraron e integran a reflexión sobre a literatura e a cultura, así como os seus antecedentes | AC7 | | |
| Integrar os estudos literarios nun contexto cultural máis extenso que trascenda os límites dunha soa lingua e/ou nación, atendendo á diversidade cultural, en especial nos ámbitos hispánico e galego-portugués. | AC1 AC6 | | CC2 CC4 |
| Entender a literatura en relación con outros campos culturais e utilizar ferramentas e tecnoloxías apropiadas para o seu estudo | AC2 AR3 | BJ1 BJ3 BJ5 | CC5 |
| Analizar e interpretar tanto textos como mecanismos e procesos de comunicación aplicando diferentes modelos teóricos. | AC5 AJ1 | | |
| Aplicar as técnicas de análise cultural respectando os fundamentos ideolóxicos presentes en contextos diversos. | AC4 AC9 | | |
| 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 BJ4 BJ8 | |
| Adquirir capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas en entornos novos de forma efectiva, aplicando os coñecementos e habilidades desenvolvidos en contextos interdisciplinares. | | | CC1 CC6 |
| Desenvolver habilidades de xestión da información, de capacidade de síntese, análise e pensamento crítico relacionadas cos propósitos académicos e o desenvolvemento e a creación dun perfil investigador | | | CR1 CR3 |
| Expresarse correctamente, tanto de forma oral como escrita, nas linguas oficiais da comunidade autónoma | | BJ7 | |

| Contents | |
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| Topic | Sub-topic |
| 1. From the Literature for Culture | 1.1. General, historical and methodological issues 1.2. Processes of canonization and construction of knowledge |
| 2. Systemic and sociological theories | 2.1. The cultural systems (Itamar Even-Zohar) 2.2. The semiotics of culture (Iuri M. Lotman) 2.3. The cultural fields (Pierre Bourdieu) 2.4. Sociological-based empirical theories for the analysis of culture |
| 3. Methods and ferramentas for an analysis of culture | 3.1. Empirical quantitative and qualitative analysis: Data bases 3.2. Methods of analysis and representation: Analysis of Social Networks 3.3. Automatic techniques of semantic classification: Textometry |



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| 4. Cultural planning and social change | 4.1. Objectives and results of studies in culture 4.2. Socioeconomic and professional applications: Case studies |
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| Planning | | | | |
|--------------------------------|-----------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | A1 A4 A6 A7 B6 B11 C4 C5 | 5 | 0 | 5 |
| Directed discussion | A5 A2 B5 C6 | 5 | 2 | 7 |
| Supervised projects | A14 A9 B4 B7 B8 C1 C2 | 4 | 15 | 19 |
| Workbook | A10 C7 | 1 | 20 | 21 |
| ICT practicals | A2 | 1 | 1 | 2 |
| Glossary | A7 A9 C5 | 2 | 2 | 4 |
| Seminar | B10 C9 | 5 | 11 | 16 |
| 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 session |
| 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. |
| Glossary | Apresentación e discusión colaborativa de conceptos fundamentais para o entendimento das varias ferramentas teórico-metodolóxicas focadas na materia. |
| 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 |
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| 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> |
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| Assessment | | | |
|---------------------|--------------------------|---|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Supervised projects | A14 A9 B4 B7 B8 C1 C2 | 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. | 60 |
| Workbook | A10 C7 | 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. | 25 |
| Seminar | B10 C9 | 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. | 15 |

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| Assessment comments |
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The evaluation of the subject 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.



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| <p>Basic</p> | <ul style="list-style-type: none">- Bourdieu, Pierre (1991). "Le champ littéraire. Avant propos?". <i>ctes de la Recherche en sciences sociales</i>, nº 89, pp. 3-46- Bourdieu, Pierre (1992). <i>Les règles de l'art. Genèse et structure du champ littéraire</i>. Paris: Éditions du Seuil- Bourdieu, Pierre (1985). <i>La distinction: critique sociale du jugement</i>. Paris: Éditions de Minuit- Casas, Arturo (2002). "A Teoría crítica da cultura e a planificación dos estudos socioculturais (para ler González-Millán)". <i>Anuario de estudos literarios galegos</i>, 29-38- Casas, Arturo (2007). "Xoán González-Millán: itinerarios teóricos?". Helena González Fernández & María Xesús Lama (eds.), <i>Actas do VII Congreso Internacional de</i>- Castells, Miguel (2003). <i>La era de la información. El poder de la Identidad</i>. Madrid: Alianza Editorial- Figueroa, Antón (2001). <i>Nación, literatura, identidade: comunicación literaria e campos sociais en Galicia</i>. Vigo: Edicións Xerais de Galicia- Figueroa, A. & González-Millán, X. (1997). <i>Communication littéraire et culture en Galice</i>. Paris: L'Harmattan- Fowler, B. (1997). <i>Pierre Bourdieu and Cultural Theory. Critical Investigation</i>. London: Sage- González-Millán, X. (2000). <i>Resistencia cultural e diferenza histórica: a experiencia da subalternidade</i>. Santiago de Compostela: Sotelo Blanco- Even-Zohar, Itamar (2007). <i>Polisistemas de cultura</i>. Tel Aviv: Unit of Culture Research, Tel Aviv University (acesíbel en http://www.tau.ac.il/~itamarez/)- Even-Zohar, Itamar (2010). <i>Papers in Culture Research</i>. Tel Aviv: Unit of Culture Research, Tel Aviv University (acesíbel en http://www.tau.ac.il/~itamarez/)- Lamont, M. & Fournier, M. (1992). <i>Cultivating Differences. Symbolic Boundaries and the Making of Inequality</i>. Chicago and London: The University of Chicago Press- Lourido Hermida, Isaac (2011). <i>As alternativas sistémicas da Historia literaria en situación de conflito cultural. Desenvolvementos teóricos e modelos de renovación nos casos galego e quebequense</i>. Departamento de Literatura Española, Teoría da Literatura e Lingüística Xeral, Universidade de Santi- Nooy, W. de (2005). "Culture in networks?". <i>The Collection and Analysis of Network Data. Summer School of the Quantitative Methods, the Social S</i>- Pageaux, D. H. (2007). <i>Littératures et Cultures en dialogue</i>. Paris: L'Harmattan- Rees, C. van (1983). "Advances in the Empirical Sociology of Literature and the Arts: The Institutional Approach?". <i>Poetics</i> 12, 285-310- Samartim, Roberto L.I. (2010). <i>O proceso de construción do sistema literario galego entre o franquismo e a transición (1974-1978): margens, relacións, estrutura e estratexias de planificación cultural</i>. Santiago de Compostela: Servizo de Publicacións da USC- Sapiro, G. (2007). "Pour une approche sociologique des relations entre littérature et idéologie?". <i>CONTEXTES 2</i> (acesíbel en http://contextes.revues.org/index165.html)- Sela-Sheffy, R. (2002). "Canon Formation Revisited: Canon and Cultural Production?". <i>Neohelicon</i> XXIX(2), 141-159- Tarrío Varela, Anxo e Abuín González, Anxo (eds.) (2004). <i>Bases metodolóxicas para unha historia comparada das literaturas da Península Ibérica</i>. Santiago de Compostela: Servizo de Publicacións da USC- Thiesse, A. (1999). <i>La Création des identités nationales: Europe XVIIIe XXe siècle</i>. Paris: Éditions du Seuil- Torres Feijó, Elías J. (2004). "Roma locuta causa finita? Sobre docencia e crítica da literatura e da cultura?". Aurora Marco et al. (eds.), <i>Actas del VII Congreso Internacional de la Sociedad Española de Didáctica</i>- Lotman, Iuri M. (1996). <i>La Semiosfera</i>. [vol. I : Semiótica de la cultura y del texto -- Vol. II : Semiótica de la cultura, del texto, de la conducta y del espacio -- Vol. III : Semiótica de las artes y de la cultura]. Madrid: Cátedra- Williams, Raymond (1994). <i>Sociología de la Cultura</i>. Barcelona: Paidós Ibérica- Williams, Raymond (1997). <i>Marxismo y literatura</i>. Barcelona: Ediciones Península <p>Outras referencias bibliográficas relativas á materia podrán constar no documento de planificación do seminario ou directamente ser disponibilizadas através do Campus Virtual.</p> |
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| Complementary | <ul style="list-style-type: none"> - Anderson, B. (1983). <i>Imagined Communities. Reflections on the Origin and Spread of Nationalism</i>. London: Verso - Bassel, N. (1991). ?National Literature and Interliterary System?. <i>Poetics Today</i> 12(4), 773-780 - Bertalanffy, L. von (1993). <i>Teoría general de los sistemas: fundamentos, desarrollo, aplicaciones</i>. Madrid: Fondo de Cultura Económica - Dias, Ângela Maria (org.) (1999). <i>A Missão e o Grande Show. Políticas culturais no Brasil dos anos 60 e depois</i>. Rio de Janeiro: Tempo Brasileiro - Gramsci, Antonio (2001). <i>Cadernos do Cárcere</i>. Rio de Janeiro: Civilização Brasileira - Hohendahl, P. H. (1989). <i>Building a National Literature. The Case of Germany, 1830-1870</i>. Cornell University Press: Ithaca and London - Jusdanis, G. (1991). <i>Belated modernity and aesthetic culture: inventing national literature</i>. Minneapolis: University of Minnesota Press - Kiberd, D. (1995). <i>Inventing Ireland</i>. Jonathan Cape: London - Lemieux, V. & Ouimet, M. (2004). <i>L'analyse structurale des réseaux sociaux</i>. Laval (Quebec): Les Presses de l'Université de Laval - Mc Crone, David (et al) (1995). <i>Scotland ? the Brand: The making of Scottish Heritage</i>. Edinburgh: Edinburgh University Press - Moretti, F. (2005). <i>Graphs, Maps, Trees: Abstract Models for a Literary History</i>. London: Verso - Pécaut, Daniel (1990). <i>Os intelectuais e a política no Brasil: entre o povo e a nação</i>. São Paulo: Ática - Rodríguez, J. A. (2005). ?Análisis estructural y de Redes?. <i>Cuadernos Metodológicos</i> 16 - Samartim, Roberto L.I. (2003). ?A Pré-história do Campo Literário?. <i>A Dona do Tempo Antigo. Mulher e campo literário no Renascimento português (1495-1557)</i>, Santiago de - Santos, Monserrat Iglesias (ed.) (1999). <i>Teoría de los Polisistemas</i>. Madrid: Arco/Libros - Sela-Sheffy, R. (1990). ?The Concept of Canonicity in Polysystem Theory?. <i>Poetics Today</i> 11(3), 511-522 - Sela-Sheffy, R. (1997). ?Models and Habituses as Hypotheses in Culture Analysis?. <i>Canadian Review of Comparative Literature / Revue Canadienne de Littérature Comparée</i> XXIV(1), 35-47 - Sullà, E. (ed.) (1998). <i>El Canon Literario</i>. Madrid: Arco/Libros - Taibo, Carlos (ed.) (2007). <i>Nacionalismo español: esencias, memoria e instituciones</i>. Madrid: Los Libros de la Catarata - Tato Fontaiña, Laura; Tavares Maleval, M. do Amparo (eds.) (2010). <i>Estudos galego brasileiros 3: lingua, literatura, identidade</i>. Rio de Janeiro / Coruña: UERJ / Universidade da Coruña - Torres Feijó, E. J. (2004). ?Potencialidades na indústria de ideias na Galiza actual para o relacionamento galego-luso-afro-brasileiro?. [Actas do] VIII Congresso Luso Afro Brasileiro de Ciências Sociais, Coimbra: Centro de Estudos Socia - Velázquez Álvarez, A. & Aguilar Gallegos, N. (2005). <i>Manual Introductorio al Análisis de Redes Sociales. Medidas de Centralidad. Ejemplos prácticos con UCINET 6.85 y NETDRAW 1.48</i>. Universidad Bolivariana de Chile: Santiago de Chile |
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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 questions

not explicitly covered in this guide or any doubts regarding the development of the seminar will be clarified by the teacher in his tutorial hours, 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.