



**Teaching Guide**

Identifying Data					2021/22
<b>Subject (*)</b>	Textual and Cultural Negotiations in English-Speaking Countries	<b>Code</b>	613505120		
<b>Study programme</b>	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	2nd four-month period	First	Optional	3	
<b>Language</b>	GalicianEnglish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Filoloxía InglesaLetras				
<b>Coordinador</b>	Clark Mitchell, David Mitchell	<b>E-mail</b>	david.clark@udc.es		
<b>Lecturers</b>	Clark Mitchell, David Mitchell	<b>E-mail</b>	david.clark@udc.es		
<b>Web</b>	www.imaes.eu/?page_id=31				
<b>General description</b>	All information referring to this subject can be found on the above web site.				
<b>Contingency plan</b>	<p>1. Modifications to the contents None</p> <p>2. Methodologies *Teaching methodologies that are maintained All  *Teaching methodologies that are modified None</p> <p>3. Mechanisms for personalized attention to students Teams, email, Moodle</p> <p>4. Modifications in the evaluation None *Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy None</p>				

**Study programme competences / results**

Code	Study programme competences / results
A3	E03 ? Capacity to reflect on the factors which influence the learning and acquisition of English as a foreign language.
A7	E07 ? Ability to analyse different types of discourse and discursive genres, both oral and written, in the English language
A9	E09 ? Familiarity with the main models and resources in literary/cultural research 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.
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.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B14	G09 ? Students are expected to be able to carry out research projects of an academic nature in the different fields of English Studies



B15	G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired.
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Learning outcomes			
Learning outcomes	Study programme competences / results		
Type A: Understanding the historical and cultural context of literary works.	AR7 AR9	BR4 BR5	
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Type A: Understanding the historical and cultural context of literary works.	AR3 AR7 AR9	BR1 BR2 BR4 BR5 BR7 BR14 BR15	

Contents	
Topic	Sub-topic
1) Negotiating cultural stereotypes.	1.1 Popular culture. 1.2 Theories of Adaptation
2) Crossing the tracks.	2.1 Irvine Welsh - Translation, music film. 2.2 Scraping the net: Literature and the social networks. 2.3 Literature and film
3) A picaresca e o gótico	3.1 Richard Head 3.2 De Le Fanu a John Connolly

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Workbook	A3 A7 A9 B1 B2 B4 B5 B7 B15	1	10	11
Workshop	B14	1	8	9
Directed discussion	A3 A7 B14 B15	2	14	16
Oral presentation	A7 B1 B2 B4	2	20	22
Introductory activities	A3 A7 A9 B1 B2 B14 B15	2	14	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
Workbook	Bibliographical activities, guided reading.
Workshop	Group activities.



Directed discussion	Debate on texts and their context.
Oral presentation	Individual presented to the rest of the group.
Introductory activities	Presentation based on prior reading.

Personalized attention	
Methodologies	Description
Workshop Workbook Introductory activities Oral presentation Directed discussion	Personal help from the teacher.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Workshop	B14	Group activities.	10
Workbook	A3 A7 A9 B1 B2 B4 B5 B7 B15	Reading with justification.	10
Introductory activities	A3 A7 A9 B1 B2 B14 B15	Presentation	10
Oral presentation	A7 B1 B2 B4	Individual activities.	60
Directed discussion	A3 A7 B14 B15	Debate	10

Assessment comments

Sources of information	
<b>Basic</b>	<p>Brown, Terence. Ireland: A Social and Cultural History 1922-1985. London: Fontana Cohen, K.(1979). Film and Fiction: the Dynamics of Exchange. Yale University Press: New Haven/Ingman, Heather. A History of the Irish Short Story. Cambridge: CUP, 2009</p> <p>Jeffers, Jennifer. The Irish Novel at the End of the Century: Gender, Bodies, Power. London: Palgrave, 2002.</p> <p>Kearney, Richard. Postnationalist Ireland: Politics, Culture, Philosophy. London: Routledge, 1997.</p> <p>McDougal, S. (1985). Made into Movies: From Literature to Film. Holt Rinehart and Winston: New York.</p> <p>Peach, Linden. The Contemporary Irish Novel. Basingstoke: Palgrave Macmillan, 2004.</p> <p>Storey, Michael. Representing the Troubles in Irish Short Fiction. Washington DC: The Catholic University of America Press, 2004</p> <p>Vance, Norman. Irish Literature: A Social History Tradition, Identity and Difference. Oxford: Basil Blackwell, 1990.</p> <p>Brown, Terence. Ireland: A Social and Cultural History 1922-1985. London: Fontana Cohen, K.(1979). Film and Fiction: the Dynamics of Exchange. Yale University Press: New Haven/Ingman, Heather. A History of the Irish Short Story. Cambridge: CUP, 2009</p> <p>Jeffers, Jennifer. The Irish Novel at the End of the Century: Gender, Bodies, Power. London: Palgrave, 2002.</p> <p>Kearney, Richard. Postnationalist Ireland: Politics, Culture, Philosophy. London: Routledge, 1997.</p> <p>McDougal, S. (1985). Made into Movies: From Literature to Film. Holt Rinehart and Winston: New York.</p> <p>Peach, Linden. The Contemporary Irish Novel. Basingstoke: Palgrave Macmillan, 2004.</p> <p>Storey, Michael. Representing the Troubles in Irish Short Fiction. Washington DC: The Catholic University of America Press, 2004</p> <p>Vance, Norman. Irish Literature: A Social History Tradition, Identity and Difference. Oxford: Basil Blackwell, 1990.</p>
<b>Complementary</b>	

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

(\*)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.