UNIVERSIDADE DA CORUÑA

Teaching Guide					
Identifying Data					2023/24
Subject (*)	Literature and Cultural Diversity in the Anglophone World			**Code**	613505115
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)				
Descriptors					
Cycle	**Period**	**Year**		**Type**	**Credits**
Official Master's Degree	2nd four-month period	First		Optional	3
Language	English				
Teaching method	Hybrid				
Prerequisites					
Department	Letras				
Coordinador	Simal Gonzalez, Begoña		**E-mail**	begona.simal@udc.es	
Lecturers	Fernández Fernández, Martín		**E-mail**	martin.fernandez.fernandez@col.udc.es	
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Web	www.imaes.eu/?page_id=31				
General description	"An advanced introduction to the theoretical and historical contexts of the multiculturalism debate in the English-speaking world and its supporting methodological frameworks. The aim is to attain a working knowledge of and critical competence in the theories and debates that constitute the concept of the multicultural in the literature and culture of the English-speaking world via a focus on certain national, regional, and thematic domains that exemplify in their own specific ways cultural diversity in its different manifestations.				

Study programme competences / results	
Code	**Study programme competences / results**
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.
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.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
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.
B12	G07 ?Linguistic competence (C2 level) in oral and written English must be developed and consolidated.
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.
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.

Learning outcomes		
Learning outcomes	Study programme competences / results	
An advanced introduction to the theoretical and historical contexts of the multiculturalism debate and later manifestations of cultural diversity in the English-speaking world and its supporting methodological frameworks. The aim is to attain a working knowledge of and critical competence in the theories and debates that constitute the concept of the multicultural in the literature and culture of the English-speaking world via a focus on certain national, regional, and thematic domains that exemplify in their own specific ways cultural diversity in its different manifestations.	AR7 AR9 AR10 AR11 AR12 AR13	BR1 BR2 BR3 BR4 BR5 BR6 BR7 BR8 BR9 BR10 BR11 BR12 BR13 BR14 BR15

Contents	
Topic	Sub-topic
1. Cultural diversity: definition, development and critique of the concept.	1.1.- The concept of cultural diversity 1.2.- Ethno-racial diversity in the US context
2. Case Study: African American literature	2.1. An overview of African American literature 2.2. Toni Morrison: Beloved and Recitatif

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Directed discussion	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	4	4	8
Case study	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	8	14	22

Oral presentation	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	1	8	9
Supervised projects	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	0	20	20
Introductory activities	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	4	4	8
Personalized attention		8	0	8

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

Methodologies	
Methodologies	**Description**
Directed discussion	Discusión en seminario dos textos primarios e as materias teóricas
Case study	Analise e debate dos textos primarios e teóricos en seminario
Oral presentation	Presentación de traballos individuáis de aspectos concretos das obras de leiture escollidos en consulta co profesor
Supervised projects	Elaboración de un traballo de investigación en forma de ensaio
Introductory activities	Introducción ós conceptos teóricos que se manexara´n no seminario

Personalized attention	
Methodologies	**Description**
Supervised projects	Personal tutorials with the supervisor in order to guide the student's reading and her research work.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Oral presentation	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	Individual presentation of one of the set theoretical texts encouraging participation by other students	20
Case study	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	Close reading presented in seminar session of a key aspect of one of the set literary readings	20
Supervised projects	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	Personal research in the shape of a written essay on a topic related to the seminar's subject matter chosen in consultation with the teacher	60

Assessment comments

SUMMARY OF ASSESSMENT:

40% - course work60% - Final essay / project 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. Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory in-person 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). PLAGIARISM: When assessing the students' essays, the teacher will pay attention to possible cases of plagiarism; to that effect, she can interview the students about their written work or use tools like TURNITIN. Consequences of plagiarism (UDC regulations): "cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese. O/a estudante será cualificado con ?suspenso? (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.?GENDER: In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

DIVERSITY: This module can be adapted for students who need support for their particular situation(physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their faculty, or the Unidad e Atención a la Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established (https://www.udc.es/cufie/adi/apoioalumnado/); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filoloxia@udc.gal).

Sources of information	
Basic	<u>Fontes primarias</u>:Toni Morrison, <i>Beloved</i> Toni Morrison, ?Recitatif"Fontes primarias:Toni Morrison, BelovedToni Morrison, ?Recitatif"
Complementary	Tódolos materiais secundarios e bibliografías críticas proporcionaranse con algunhas semanas de anticipación. Sempre que sexa posible, publicaranse na páxina de Moodle do curso (Campus Virtual).

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 primary readings must be made before the day when they are scheduled to be analyzed so that fruitful discussion between all members of the seminar can be possible.