 UNIVERSIDADE DA CORUÑA

Teaching Guide			
Identifying Data			**2023/24**
Subject (*)	Literary and Cultural Movements in English-Speaking Countries	Code	613505116
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	Simal Gonzalez, Begoña	E-mail	begona.simal@udc.es
Web	www.imaes.eu		
General description	Advanced research within the field of cultural and literary studies in the Anglophone world. Through the study of a wide variety of literary and cultural readings which are representative of geographical backgrounds and historical periods, students are offered the possilibity of analysing and discussing the overall periodization of Anglophone literatures (i.e., the Renaissance, Romanticism, Realism and Naturalism, Modernism, Postmodernism) as well as the dominant ideological and cultural patterns in each period and geographical context which give rise to such literary productions (i.e., social fiction in the Great Depression, existentialism and Theatre of the Absurd in the postwar years, the rewriting of history and identity within Postcolonial literatures, self-reflexivity and cultural parody in the postmodern era, etc.). Via an applied, practical methodology, the complex interrelations between artistic and literary creation, critical theory and reader reception, and cultural and sociopolitical trends will be discussed as determining factors in the formation and ongoing evolutionof literary canons in the Anglophone world.		

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.
A13	E13 ? Familiarity with the relationship between the main artistic and literary manifestations in the English-speaking domain.
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
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.

Learning outcomes	
Learning outcomes	Study programme competences / results

Ability to use appropriate techniques for the analysis of artistic and cultural texts in the English-speaking domain. Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students	AR10	BR7 BR10	
Familiarity with the main models and resources in literary/cultural research in the English-speaking domain. 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. 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.	AR9	BR6 BR11	
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. 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.	AR11	BR9	
Familiarity with the relationship between the main artistic and literary manifestations in the English-speaking domain.	AR13		

Contents	
Topic	Sub-topic
1. General periodization.	Introduction to the periodization of the literary and cultural movements in English-speaking countries, with special emphasis on the 20th and 21st centuries.
2. Case studies.	Focus on one or more movements; close analysis of representative texts.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Seminar	A10 A11	4	12	16
Guest lecture / keynote speech	A9 A13	4	0	4
Document analysis	A10 B11	4	20	24
Supervised projects	B6 B7 B10 B11	0	20	20
Online discussion	B9 B11	0	7	7
Oral presentation	B9	2	0	2
Personalized attention		2	0	2
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Seminar	Group-work technique aimed at in-depth exploration of given topic, consisting of group discussion, individual engagement, preparation of texts and collective conclusions.
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning.
Document analysis	Research skills development involving use of audiovisual and/or bibliographical documents (literary texts, documentary or film extracts, etc.) relating to specific topic of study, with targeted analysis activities.
Supervised projects	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on encouraging students to become responsible for their own learning. SUPERVISED RESEARCH PROJECT: FINAL CRITICAL ESSAY.
Online discussion	Group dynamic technique involving exchange of ideas on specific topic according to criteria established in advance. Discussion takes place in online learning environment using synchronous (?chat?) and asynchronous (?forum?) communication tools.

Oral presentation	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles. PRESENTATION OF SUPERVISED PROJECT.

Personalized attention	
Methodologies	**Description**
Supervised projects	Basic supervision and guidance of students prior to the elaboration and presentation of their research projects.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Document analysis	A10 B11	Close-reading exercises, either oral or written.	10
Oral presentation	B9	Brief presentation of the research project/essay.	10
Supervised projects	B6 B7 B10 B11	Long research essay, which will be submitted and presented at the end of the course.	50
Seminar	A10 A11	The teacher will assess the participation in these sessions, where there will be an in-depth discussion on a given topic/text, complementing the on-line discussion (and viceversa).	20
Online discussion	B9 B11	On-line forum discussion where students are expected to participate in an active, critical way, delving into the topics and texts seen in class, especially during the seminar sessions.	10

Assessment comments

SUMMARY OF ASSESSMENT:

40% - course work 60% - Final essay / project (50% supervised project + 10% presentation)

Those students who have not reached 4 out of 10 points in each of the main assessment sections, even if the overall addition is 5 or higher, will have to use the second opportunity (July), which comprises: 40% written exercises, replacing course work, as well as the final essay/project (60%). 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 unable to attend classes (without the official exemption), students retaking the course, etc.: assessment will be based on the final written examination (=100%).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	- McCarthy, Cormac (2006). The Road. Picador
	- Atwood, Margaret (2003). Oryx and Crake. Knopf
	- Powers, Richard (2018). The Overstory. Norton

Complementary	Amigoni, David. Victorian Literature. Edinburgh : Edinburgh University Press, 2011. The Cambridge Companion to British Romanticism. Cambridge ; New York. Cambridge University Press, 2010.Victorian Literature. Balshaw, Maria and Liam Kennedy, eds. Urban Space and Representation. London:Pluto, 2000. Benjamin, Walter. The Arcades Project. Cambridge: Harvard UP, 2002. Bradbury, Malcolm and James MacFarlane. Modernism. London: Penguin, 1991. Brooker, Peter. Modernity and Metropolis:Writing, Film and Urban Formations New York: Palgrave, 2002.Andrew Thacker, eds. Geographies of Modernism : Literatures, Cultures, Spaces . New York: Routledge, 2005. Brown Tindall, George and David E. Shi. America: A Narrative History, vol. 2. New York: Norton, 1996. Carter, Ronald. The Routledge History of Literature in English Britain and Ireland. London: Routledge, 1997.Caws, Mary Ann, ed. City Images: Perspectives from Literature, Philosophy and Film. Amsterdam: Gordon and Breach, 1991.Clarke, Graham. The American City. New York: Helm, 1997. The American City: Literary Sources and Documents. Robertsbridge: Helm, 1997. Cuerkovich, A. Mixed Feelings Feminism,1992 Donald, James. Imagining the Modern City. Minneapolis: U of Minnesota P, 1999Hand, Derek. A History of the Irish Novel: from 1665 to 2010. Cambridge; New York: Cambridge University Press, 2011.Henkin, David M. City Reading. New York: Columbia UP, 1998. Hurm, Gerd. Fragmented Urban Images: The American City in Modern Fiction from Stephen Crane to Thomas Pynchon. New York : Peter Lang, 1991Hughes, W. Maniac in the Cellar, 1980. Legates, Richard T. The City Reader. London: Routledge, 2003.Lehan, Richard. The City in Literature: An Intellectual and Cultural History. Berkeley:U of California P, 1998.Lombardo, Patrizia. Cities, Words and Images:From Poe to Scorsese. Houndmills: Palgrave Macmillan, 2003.Miller, D.A. Cage aux Folles,1980 Pike, Burton. Image of the City in Modern Literature. New Jersey: Princeton, UP. 1981.Shail, Andrew. The Cinema and the Origins of Literary Modernism. New York: Routledge, 2012Shiel, Mark. Screening the City . London: Verso, 2003.Showalter, Elaine. A Literature of Their Own: British Women Novelists from Brontë to Lessing. London: Virago, 1982. Tillotson, K. The Woman in White, 1969 Williams, Raymond. The Country and the City. London: Chatto, 1973. Woodward Smith, Elizabeth. Diccionario de referencias culturales en la literatura inglesa. Santiago de Compostela: Universidade de A Coruña, Departamento de Filología Inglesa, 2002.Young, Tory. Studying English Literature : A Practical Guide. Cambridge ; New York: Cambridge University Press, 2008.

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