



## Teaching Guide

Identifying Data					2023/24
<b>Subject (*)</b>	Literature and Gender Perspectives in the Anglophone World	<b>Code</b>	613505117		
<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>	English				
<b>Teaching method</b>	Hybrid				
<b>Prerequisites</b>					
<b>Department</b>	Letras				
<b>Coordinador</b>	Lorenzo Modia, María Jesus	<b>E-mail</b>	maria.lorenzo.modia@udc.es		
<b>Lecturers</b>	Estévez Saa, José Manuel Lorenzo Modia, Maria Jesus	<b>E-mail</b>	jose.manuel.estevez.saa@udc.es maria.lorenzo.modia@udc.es		
<b>Web</b>	www.imaes.eu/?page_id=31				
<b>General description</b>	<p>The purpose of this course is to concentrate on and explore feminist thought, and to examine representative feminist theories to later analyze some works by canonized and emerging new female voices in present-day literature in English. We will start by reading brief excerpts from specific essays on women's silences, and the gaps in literary history concerning women.</p>				

## Study programme competences

Code	Study programme competences
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.
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
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.
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



Students will learn about the literary discourse of critical scholars and writers concerning women.	AR7	BR1	
Students will learn about the diversity and complexity of the different multi-ethnic cultures.	AR9	BR5	
Students will take advantage of the criticism and theory available on the subject (Feminist Thought) and will be encouraged to compare and contrast it with other schools and/or approaches.	AR10	BR6	
After the reading and analysis of criticism, fiction and/or autobiographies, students might better understand the social and political struggles that are still going on (and failing) worldwide to defend that the lives of girls and women do matter.	AR11	BR7	
By reading both works of fiction and theory written by writers of the African Diaspora, students will get access to first-hand information about the reality of the so-called Other.	AR12	BR9	
By reading these texts, students will get a better grasp of women (together with men and children) as migrating subjects AND objects. This knowledge will allow them to look at current migration stories and policies all around the world (but, this time, the so-called Middle Passage finds an echo in the Mediterranean Sea.	AR13	BR10	
		BR11	
		BR14	
		BR15	

Contents	
Topic	Sub-topic
1. INTRODUCTION	Introduction
2. FEMINIST SISTERHOODS	Women's marginal position
3.- WOMEN AND FEMINISMS	Margins, centers, and spaces.
4.- SEXUAL OPTIONS, MASCULINITIES, and HOMOPHOBIA.	LGBTI discourses
5.- FEMINISMS IN THE DIASPORA.	5.1. New Cosmopolitan Voices. 5.2. Modernity versus Tradition. 5.3. Women/Mothers as Victims and Victimizers.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Workbook	A9 A11 B6 B7 B9 B10 B11	10	29	39
Oral presentation	A9 B6 B9 B10 B14 B15	1	10	11
Guest lecture / keynote speech	A7 A9 A10 A11 B5 B6 B7	7	0	7
Supervised projects	A9 A11 A12 A13 B1 B7 B9 B10	1	12	13
Personalized attention		5	0	5

(\*)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	Students are expected to read assigned required readings BEFORE class starts. Students are also expected to read the feminist criticism and theory material thoroughly, and to participate freely and regularly in classroom discussions. Students are provided with two different types of readings: 1) Required readings: Here we include different genres (from short stories to poems or essays and novels) by representative writers. 2) Critical readings: Here we include a number of scholarly articles and essays written by outstanding critics on the field of Feminisms.



<p>Oral presentation</p>	<p>ALL students are expected to prepare a class presentation (15 to 20 minutes max.) on one or more critical articles included in the Syllabus.</p> <p>They will have to summarize main relevant ideas and provide examples and quotations from article.</p> <p>They will have to evaluate that reading and present their own critical opinions (pros and cons).</p> <p>They will point at a particular required reading/author that can be read in view of the article/s chosen.</p> <p>Students should come prepared with comments and or questions for their class-mates.</p> <p>This is a power-point presentation. Students should include audio-visual material related to the topic (an interview with author, if available; a documentary; illustrations, and the like).</p>
<p>Guest lecture / keynote speech</p>	<p>This teaching method is practice-oriented, and it puts the emphasis on how to learn.</p> <p>The lecture (practice-oriented) goes two ways. Basically, it should work more as a dialogue (between lecturer and students) than a monologue. Lecture, thus, should help to start different dialogues.</p> <p>Students are introduced to the socio-historical context of Feminist criticism and theory.</p> <p>For each particular writer included in the required reading list, students will get familiar with general information about the author and her/his time. Information on critical reception, controversial readings, and new approaches will be provided.</p> <p>This introductory &amp;quot;lectures&amp;quot; will be followed by a discussion (where students are the protagonists), as well as by a session on comments and questions.</p> <p>If possible, we might have a guest who would complement our goals.</p>
<p>Supervised projects</p>	<p>ALL students are expected to write an original comparative essay with a critical framework that highlights a Feminist approach. Students can, of course, compare and contrast different critical theories within the paper.</p> <p>For this comparative essay students can choose to compare a text from the required readings list with a film or a documentary since students will be provided with a list of &amp;quot;ALTERNATIVE MATERIAL&amp;quot; that includes both fiction and audio visual material (films, documentaries, speeches, etc).</p>

**Personalized attention**

Methodologies	Description
<p>Oral presentation</p> <p>Supervised projects</p>	<p><b>ORAL PRESENTATION.</b></p> <p>Before students choose topic for his/her oral presentation they should contact me to discuss different possibilities and approaches.</p> <p>Teacher will provide students with the necessary information to organize and prepare for their class presentation (number of slides, selection of quotations, choice of audio-visual material, etc).</p> <p>Students should contact instructor in case they might need any extra advice.</p> <p>Instructor should approve oral presentation once the work is done.</p> <p>After class presentation and discussion are over, instructor will meet with the student to comment on the student's strengths and overall performance.</p> <p><b>COMPARATIVE ESSAYS</b></p> <p>Students should inform instructor choice of topic, authors, texts chosen and critical approach for the comparative essay.</p> <p>There will be a tutorial to make it clear basic needs as far as form and content are concerned.</p> <p>Instructor would suggest relevant theory to be used by student and recommend revisions of first draft.</p> <p>Students should have the approval of instructor to start working on comparative essay.</p> <p>Instructor and students will meet periodically when and if necessary for tutorials.</p>

**Assessment**

Methodologies	Competencies	Description	Qualification
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Workbook	A9 A11 B6 B7 B9 B10 B11	Since students are expected to read assigned required readings BEFORE class, we will start by commenting on specific assigned text. Students should come prepared to class with comments and or questions on the specific text. Students's own voice, originality, creativity and challenging readings would be taken into account	15
Oral presentation	A9 B6 B9 B10 B14 B15	For class presentation, students should provide a close reading as well as an indepth analysis of one or two theory essays (included in the bibliography list). The purpose is for each student to critically introduce one/two particular articles/essays to the rest of the class, and engage in a dialogue with the other students. This is a power point presentation. Students are encouraged to include audio-visual material such as documentaries, video clips or film trailers. Students should highlight most interesting/innovative /controversial/ difficult points and provide quotations from the article. They should come prepare to ask questions to the audience and respond accordingly.	30
Supervised projects	A9 A11 A12 A13 B1 B7 B9 B10	ALL students should write a comparative essay and provide a Feminist/s reading. Texts for comparaisn should be chosen from the Required List readings. Students are encouraged to use the theoretical articles included in bibliography as well as any other material.	50
Guest lecture / keynote speech	A7 A9 A10 A11 B5 B6 B7	The lectures that introduce each particular section on black feminist thoughts and black feminist writers/orators matter. Students are expected to use some of that general or more specific information on the subject when working on their class presentations and/or comparative essays. As it could not be otherwise, the general content of the lectures dialogue with the more specific information students learn about (contradictory/controversial) critical approaches and their authors. Introductory lectures are, thus, part and parcel of the whole course.	5

## Assessment comments



EXEMPTION. Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory 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 that are specified in the teaching guides for each module. Students should be aware, however, that not attending two or more 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 (no presentado). 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.

Students with special needs should contact lecturer. For more information they can also contact ADI office (Ext. 5622) or [adi@udc.es](mailto:adi@udc.es)

Besides, the subject may be adapted to students who require the adoption of measures aimed at supporting diversity (be it physical, visual, auditory, cognitive, and learning- or mental health-related). If this is the case, they should contact the services available at the UDC/at the Center: within the official deadlines stipulated in a manner prior to each academic semester, with the Diversity Attention Unit

(<https://www.udc.es/cufie/adi/apoioalumnado/>); failing that, with the "ADI" Tutor of the Faculty of Philology (at the following email address:

[pat.filoloxia@udc.gal](mailto:pat.filoloxia@udc.gal)). -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.

Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory 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.

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Basic

- Butler, Judith (1990). *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge

- Butler, Judith (2004). *Undoing Gender*. London: Routledge

- Eagleton, Mary (ed.) (1986). *Feminist Literary Theory: A Reader*. Oxford: Blackwell

- Hall, Donald & Annamariel Jagode (eds.) (2012). *The Routledge Queer Studies Reader*. (selected chapters). London: Routledge

- Irigaray, Luce (1991). "The Bodily encounter with the Mother"; *The Irigaray Reader*, Margaret Whitford (ed.). Oxford: Blackwell

- Kristeva, Julia (1984). *Revolution in Poetic Language*. New York: Columbia UP

- Rich, Adrienne (1976). *Of Woman Born: Motherhood as Experience and Institution*. London: Virago

- Woolf, Virginia (1929, 1992). *A Room of One's Own*. Harmondsworth: Penguin

Reading lists will be provided the first day of classes. GENERAL BIBLIOGRAPHY BLACK FEMINIST THOUGHT

Bobo, Jacqueline (ed). *Black Feminist Cultural Criticism*. [L2A-1076] Braxton, Joanne (ed). *Wild Women in the Whirlwind: Afro-American Culture and the Contemporary Literary Renaissance*. [L2-1584] Christian, Barbara. *Black Women's Novelists: The Development of a Tradition (1892-1976)*. [Filoloxía Bib Rec L2-1613]---. *New Black Feminist Criticism 1985-2000* [Fil Bib Rec L2-3478] Collins, Patricia Hill. *Black Feminist Thought (1991)* [Socioloxía DSOC 7854] Davis, Angela. *Women, Race, and Class*. New York: Vintage, 1981. Hill Collins, Patricia. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, 1990.---. *Black Sexual Politics*. [L2A-802]---. *On Intellectual Activism* [CC Educación P2-1501] hooks, bell. *Ain't I a Woman?: Black Women and Feminism*. [CC Edu S1-5175] *Black Looks Race and Representation*. Boston: South End P, 1992. [L2A 429]---. *Feminist Theory. From Margin to Center*. London: Pluto P, 2000. [L2A 474]---. *Talking Back: Thinking Feminist, Thinking Black*. [Socioloxía S7-B-11] Hull, Gloria T., Patricia Bell Scott, and Barbara Smith (eds). *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave*. New York: The Feminist P, 1982. James, Joy and T. Denean Sharpley-Whiting. *The Black Feminist Reader*. Oxford: Blackwell, 2000. Lorde, Audre. *Sister Outsider: Essays and Speeches*. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practising Solidarity (2003)* [HF-1498] Schockley, Ann Allen. *Loving Her (1997)* [L2t-SHOCKLEY-lov]---. *The Black Lesbian in American Literature: An Overview?* in *Home Girls*. Ed. Barbara Smith [83-93] Smith, Barbara (ed). *All the Women Are White, All the Blacks Are Men, But Some Of Us Are Brave*. [L2A-105]---. *Home Girls. A Black Feminist Anthology*. New York: Kitchen Table P, 1983. [Socioloxía S7-B-1] Smith, Valerie. *Not Just Race, Not Just Gender (Black Feminist Reader)*. [FILDEP- 19577] 6.- GENERAL BIBLIOGRAPHY BLACK FEMINIST THOUGHT

Bobo, Jacqueline (ed). *Black Feminist Cultural Criticism*. [L2A-1076] Braxton, Joanne (ed). *Wild Women in the Whirlwind: Afro-American Culture and the Contemporary Literary Renaissance*. [L2-1584] Christian, Barbara. *Black Women's Novelists: The Development of a Tradition (1892-1976)*. [Filoloxía Bib Rec L2-1613]---. *New Black Feminist Criticism 1985-2000* [Fil Bib Rec L2-3478] Collins, Patricia Hill. *Black Feminist Thought (1991)* [Socioloxía DSOC 7854] Davis, Angela. *Women, Race, and Class*. New York: Vintage, 1981. Hill Collins, Patricia. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, 1990.---. *Black Sexual Politics*. [L2A-802]---. *On Intellectual Activism* [CC Educación P2-1501] hooks, bell. *Ain't I a Woman?: Black Women and Feminism*. [CC Edu S1-5175] *Black Looks Race and Representation*. Boston: South End P, 1992. [L2A 429]---. *Feminist Theory. From Margin to Center*. London: Pluto P, 2000. [L2A 474]---. *Talking Back: Thinking Feminist, Thinking Black*. [Socioloxía S7-B-11] Hull, Gloria T., Patricia Bell Scott, and Barbara Smith (eds). *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave*. New York: The Feminist P, 1982. James, Joy and T. Denean Sharpley-Whiting. *The Black Feminist Reader*. Oxford: Blackwell, 2000. Lorde, Audre. *Sister Outsider: Essays and Speeches*. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practising Solidarity (2003)* [HF-1498] Schockley, Ann Allen. *Loving Her (1997)* [L2t-SHOCKLEY-lov]---. *The Black Lesbian in American Literature: An Overview?* in *Home Girls*. Ed. Barbara Smith [83-93] Smith, Barbara (ed). *All the Women Are White, All the Blacks Are Men, But Some Of Us Are Brave*. [L2A-105]---. *Home Girls. A Black Feminist Anthology*. New York: Kitchen Table P, 1983. [Socioloxía S7-B-1] Smith, Valerie. *Not Just Race, Not Just Gender (Black Feminist Reader)*. [FILDEP- 19577] WESTERN FEMINISMS

Braidotti, Rosi. *Sujetos Nómadas: Corporización y diferencia sexual en la Teoría Feminista Contemporánea (2000)* [Dereito ? 340.1-3752/6]--- *Nomadic Subjects*. [CC Edu S1-4848] *The Cambridge Companion to Feminist Literary Theory* [L1- 2598] Friedan, Betty. *The Feminine Mystique (1997)* [L2A-129] Eagleton, Mary. *Feminist Literary Theory*. Oxford: Blackwell, 1986. Gilbert and Gubar (eds). *The Madwoman*



in the Attic [after thirty years] (2009). [L2-4486]---, Feminist Literary Theory and Criticism. A Norton Reader.[L2t-feminist]Kaplan, Carla. The Erotics of Talk. Women?s Writing and Feminist Paradigms. New York: Oxford University P, 1996. [L2 ? 1754] Showalter, Elaine. The New Feminist Criticism. New York: Pantheon Books, 1985. [L2-1241a]Spelman, Elizabeth V. Inessential Woman. Problems of Exclusion in Feminist Thought. Boston: Beacon P, 1988.WHITE / WESTERN FEMINIST CRITICISM/REQUIRED READINGS [Excerpts]: Mary Eagleton?s Feminist Literary Theory (1986)?Women and Literary Production? (40-46).?Gender and Genre. (Introd: Women and the Novel)? (88-92).Ellman, Mary. ?Thinking About Women? (86-87).Gilbert, Sandra M. and Susan Gubar. ?The Madwoman in the Attic? (63-70).Lovell, Terry. ?Writing Like a Woman: A Question of Politics? (83-85).Moers, Ellen. ?Literary Women? (8-11).Olsen, Tillie. ?Silences? (53-57).Ozick, Cynthia. ?Women and Creativity: The Demise of the Dancing Dog? (85-86).Smith, Barbara. ?Toward a Black Feminist Criticism? (77-82). Woolf, Virginia. ?A Room of One?s Own? (7-8).----. ?A Room of One?s Own? (47-51).----. ?Professions for Women? (51-53).Carla Kaplan?s The Erotics of Talk (1996). [OPTIONAL]? ?Somebody I Can Talk to?: Teaching Feminism Through The Color Purple? (123-138).? ?That Oldest Human Longing?: The Erotics of Talk in Their Eyes Were Watching God? (99-122).Joy James? The Black Feminist Reader (2000).?Combahee River Collective. A Black Feminist Statement? (261-170).Awkward, Michael. ?A Black Man?s Place in Black Feminist Criticism? (88-108).Patricia Hill-Collins?s Black Feminist Thought (1990).?Defining Black Feminist Thought? (9-39).?Toward an Afrocentric Feminist Epistemology? (201-219). ?Black Women: Shaping Feminist Theory? (1-17).?Feminism: A Movement to End Sexist Oppression? (18-33).?The Significance of Feminist Movement? (34-42).bell hooks?s Black Looks, Race and Representation (1992).?Reconstructing Black Masculinity? (87-113). Angela Davis?s Women, Race, and Class (1981).?Class and Race in the Early Women?s Rights Campaign? (46-69).Gloria T. Hull et als?s All the Women Are White. . . (1982)Wallace, Michele. ?A Black Feminist?s Search for Sisterhood? (5-12).Elaine Showalter?s The New Feminist Criticism (1985).Zimmerman, Bonnie. ?What Has Never Been. An Overview of Lesbian Feminist Literary Criticism? (200-224).Elizabeth Spelman?s Inessential Woman. . .(1988)?Gender and Race: The Ampersand Problem in Feminist Thought? (114-142).Barbara Smith?s Home Girls. . . (1983)



Complementary	- ()..
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**Recommendations**

**Subjects that it is recommended to have taken before**

Models of Literary and Cultural interpretation in English-Speaking Countries/613505008

Literature and Cultural Diversity in the Anglophone World/613505015

**Subjects that are recommended to be taken simultaneously**

Models of Literary and Cultural interpretation in English-Speaking Countries/613505008

**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.