 UNIVERSIDADE DA CORUÑA

Teaching Guide		
Identifying Data		**2023/24**
Subject (*)	Artistic and Literary Manifestations in English-Speaking Countries	**Code**	613505118
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	Filoloxía InglesaLetras			
Coordinador	Nuñez Puente, Carolina	**E-mail**	c.nunez@udc.es	
Lecturers	Nuñez Puente, Carolina	**E-mail**	c.nunez@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	Study of the connections between literatures written in English and other forms of artistic expression (such as painting, theatre, television, cinema, etc) in Anglophone contexts. Analysis of the differences and thematic and aesthetic similarities; study of distinguishing features, possibilities and limitations of the different languages employed; examples of cross-disciplinary influences, via context-sensitive case-studies in the English-speaking world. This subject wants to address with special emphasis how its contents are applied to professional fields such cultural criticism or cultural management. To do so, the subject will provide the student with specific and suitable critical terminology and will guide the student to the acquisition of good communicative skills on critically reviewing the related field.			

Study programme competences / results	
Code	**Study programme competences / results**
A10	E10 ?Ability to use appropriate techniques for the analysis of artistic and cultural texts in the English-speaking domain.
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.
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**	
The student will be able to relate literary with other artistic texts, as well as with the social, economic, cultural and political context within which the literary ones were written and the visual ones were produced.	AR12 AR13	BR5 BR7 BR10 BR12 BR13 BR14
The student will be able to read narrative, dramatic and artistic texts critically and to present his or her readings both orally and in writing.	AR10 AR12 AR13	BR1 BR3 BR4 BR5 BR6 BR7 BR8 BR9 BR10 BR11 BR12 BR13 BR14 BR15

Contents	
Topic	**Sub-topic**
1. Film and literature	Film, short film, novel, short story, theater, etc.
2. TV and literature	Film, TV series, biography, novel, theater, etc.
3. Other artistic manifestations	Painting, music, performance, Instapoetry, literary blog, etc.

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
ICT practicals	B3 B5 B6 B8 B10 B12 B13	0	7	7
Seminar	A12 A13 B4 B6 B9 B11 B12	14	35	49
Supervised projects	A10 A12 A13 B1 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	0	18	18
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**
ICT practicals	Each student is responsible for familiarizing herself / himself with the assigned material--available at Moodle--and for being prepared for in-class debate and discussion.
Seminar	Técnica de traballo en grupo que ten como finalidade o estudo intensivo dun tema. Caracterízase pola discusión, a participación, a elaboración de documentos e as conclusións ás que teñen que chegar todos os compoñentes do seminario.
Supervised projects	Each student will complete two brief assignments to present in class (20% of the grade) and a final project which might consist of a critical analysis or a literature review (40% of the grade).

Personalized attention	
Methodologies	**Description**
Supervised projects	I am delighted to receive students in my office and/or through Teams during office hours with prior booking.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Supervised projects	A10 A12 A13 B1 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	-Essay (40%): You will write a research paper that compares one of the cultural products studied in this course with a piece of your own choice. The paper has to follow the MLA style guidelines, among other requirements (TBA). -Class presentation (20%): Students will present about an aspect related to the course contents. The use of PowerPoint support is required; more indications will be provided in due time.	60
Seminar	A12 A13 B4 B6 B9 B11 B12	The students will have access to texts and audiovisual documents that will be analyzed in depth in the classroom. You are expected to come to class having done the readings and viewings in advance; in addition, you must participate with questions and comments.	30
ICT practicals	B3 B5 B6 B8 B10 B12 B13	There will be a forum on Moodle where you will have to upload two tasks: copy and paste the bibliographical list used in your paper, which may be useful to your classmates; list and explain the 5 most important points you learnt in this course.	10

Assessment comments

-All activities, including exams, must be clearly written; errors of grammar, vocabulary, spelling, punctuation, and style in general will negatively affect the grades.-Every assignment must be turned in in time and in the specified format in order to avoid being penalized 25% of the grade in the assignment. -Fraud (e.g. plagiarism) will mean a grade of "zero." Instructors may use the plagiarism-detection service "Turnitin" to check students' work.-A "Non presentado" (Absent) grade will be obtained for not doing the supervised project and/or not completing 50% (or more) of the coursework. -The July evaluation will have the same sections as in June, except for the seminar, which will be replaced by a reading-and-viewing exam.-Given that this is a blended learning course, attendance is mandatory, except when the student has been granted exemption by the master's Academic University Committee. Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied in the July opportunity.-Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.-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). -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.

Sources of information	
Basic	BASIC BIBLIOGRAPHYCahir, Linda Costanzo. Literature into Film: Theory and Practical Approaches. McFarland, 2006.Cartmell, Deborah, and Imelda Whelehan, editors. The Cambridge Companion to Literature on Screen Cambridge: CUP, 2007.Cascajosa Virino, Concepción. El espejo deformado: versiones, secuelas y adaptaciones en Hollywood. U de Sevilla, 2006.Cornell, Drucilla. Clint Eastwood and Issues of American Masculinity. Fordham UP, 2009.Creed, Barbara. The Monstrous Feminine: Film, Feminism, Psychoanalysis. Routledge, 1993.Fraser, Hilary. Women Writing Art History in the Nineteenth Century: Looking Like a Woman. CUP, 2014.Giddings, Robert, and Erica Sheen, editors. The Classic Novel: From Page to Screen. Manchester UP, 2000.Heffernan, James A. W. Museum of Words: The Poetics of Ekphrasis from Homer to Ashbery. Chicago: The U of Chicago P, 1993.Hutcheon, Linda. A Theory of Adaptation. Routledge, 2012.Kuhn, Annette. Women?s Pictures: Feminism and Cinema. Verso, 1994.Lindner, Katharina. Film Bodies: Queer Feminist Encounters with Gender and Sexuality in Cinema. I.B. Tauris, 2017.Mitchell, W.J.T. Picture Theory. Chicago: The U of Chicago P, 1994.Monaco, James. How to Read a Film: Movies, Media, and Beyond. OUP, 2009.Mulvey, Laura. Afterimages: On Cinema, Women and Changing Times. Reaktion, 2020.Sanders, Julie Adaptation and Appropriation. Routledge, 2005.Shohat, Ella, et al, editors. Multiculturalism, Postcoloniality, and Transnational Media. Rutgers UP, 2003.Stam, Robert. Indigeneity and the Decolonizing Gaze: Transnational Imaginaries, Media Aesthetics, and Social Thought. Bloomsbury, 2023.---., editor. Film Theory: An Introduction. Wiley-Blackwell, 2000.Vidal Claramonte, María del Carmen África. Arte y literatura. Interrelación entre la pintura y la literatura del siglo XX. Palas Atenea, 1992.Yaszek, Lisa, et al, editors. The Routledge Companion to Gender and Science Fiction. Routledge, 2023.
Complementary	

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		