



Teaching Guide				
Identifying Data				2023/24
Subject (*)	Literature, Culture and Society	Code	613584103	
Study programme	Mestrado Universitario en Literatura, Cultura e Diversidade (plan 2016)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	3
Language	SpanishGalicianPortuguese			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es	
Lecturers	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es	
Web	<a href="https://www.udc.gal/gl/filo/MLCD/">https://www.udc.gal/gl/filo/MLCD/</a>			
General description	Approach to the relationships between literature, culture and society, paying special attention to theoretical-critical schools that start from sociological, systemic and/or Marxist-based postulates			

Study programme competences	
Code	Study programme competences
A1	Integrar os estudos literarios nun contexto cultural mais extenso que trascenda os límites dunha soa lingua e/ou nación, atendendo á diversidade cultural
A2	Ampliar o concepto de literatura, a través da súa relación coas TICS, os medios de comunicación, o cine, as artes, no marco da diversidade cultural
A4	Aplicar as técnicas de análise cultural en contextos diversos
A5	Adquirir as habilidades necesarias para analizar e investigar os mecanismos dos procesos de comunicación
A6	Coñecer e valorar a diversidade cultural, con especial atención aos ámbitos hispánico e galego-portugués
A7	Coñecer as principais correntes teóricas que integraron e integran a reflexión sobre a literatura e a cultura, así como os seus antecedentes
A9	Aplicar as técnicas de análise cultural respetando os fundamentos ideolóxicos presentes en contextos diversos
A10	Analizar e interpretar textos, aplicando diferentes modelos teóricos e xenéricos
A14	Adquirir a capacidade de xestionar ferramentas e recursos de investigación aplicados no ámbito dos estudos literarios e culturais
B4	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións(TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da vida
B5	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común
B6	Valorar críticamente o coñecemento, a tecnoloxía e a información dispoñibles para resolver problemas cos que deben enfrontarse
B7	Asumir como profesional e cidadán a importancia da aprendizaxe
B8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade
B10	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma
B11	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras
C1	Adquirir capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva
C2	Traballar de maneira interdisciplinar en entornos diversos
C3	Demostrar un compromiso ético coas desigualdades
C4	Promover o entendemento intercultural desde a comprensión da diversidade
C5	Integrar coñecementos de campos de estudos diversos
C6	Aplicar coñecementos e habilidades na resolución de problemas en entornos novos o non familiares en contextos interdisciplinares
C7	Desenvolver habilidades cognitivas avanzadas (capacidade de síntese, análise e pensamento crítico) relacionadas co desenvolvemento e a creación dun perfil investigador
C9	Desenvolver habilidades de xestión da información para propósitos académicos e de investigación



Learning outcomes			
Learning outcomes	Study programme competences		
Know the main theoretical currents that integrated and integrate the reflection on literature and culture, as well as their background, know	AC1 AC7		
Integrate literary studies in a broader cultural context that transcends the limits of a single language and/or nation, paying attention to cultural diversity, especially in the Hispanic and Galician-Portuguese spheres.	AC2		CC2 CC4
Understand literature in relation to other cultural fields and use appropriate tools and technologies for its study	AC2 AR3	BJ1 BJ3 BJ5	CC5
Analyze and interpret both texts and communication mechanisms and processes by applying different theoretical models	AC5 AJ1		
Apply cultural analysis techniques respecting the ideological foundations present in diverse contexts	AC4 AC9		
Assume the importance and social benefits of learning, and know the means to exercise an open, educated, critical, committed, democratic and supportive citizenry, capable of analyzing reality, diagnosing problems, formulating and implementing solutions based on knowledge and oriented to the common good.		BJ2 BJ4 BJ8	
Acquire the ability to organize work, plan and manage time, and solve problems in new environments effectively, applying the knowledge and skills developed in interdisciplinary contexts.			CC1 CC6
Develop information management skills, capacity for synthesis, analysis and critical thinking related to academic purposes, the development and creation of a researcher profile			CR1 CR3
Express yourself correctly, both orally and in writing, in the official languages of the autonomous community		BJ7	
Know how to use and create qualitative and quantitative indicators, including statistics, to better understand gender inequalities and the differences in needs, conditions, values and aspirations of women and men.		BJ2	CC3 CC4
Know and value cultural diversity. Understand the importance of understanding and eradicating inequalities	AC6		CC3

Contents	
Topic	Sub-topic
1. From the Literature for Culture	1.1. General, historical and methodological issues 1.2. Processes of canonization and construction of knowledge
2. Systemic and sociological theories	2.1. The cultural systems (Itamar Even-Zohar) 2.2. The semiotics of culture (Iuri M. Lotman) 2.3. The cultural fields (Pierre Bourdieu) 2.4. Sociological-based empirical theories for the analysis of culture
3. Methods and ferramentas for an analysis of culture	3.1. Empirical quantitative and qualitative analysis: Data bases 3.2. Methods of analysis and representation: Analysis of Social Networks 3.3. Automatic techniques of semantic classification: Textometry
4. Cultural planning and social change	4.1. Objectives and results of studies in culture 4.2. Socioeconomic and professional applications: Case studies

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A4 A6 A7 B6 B11 C4 C5	1	1	2
Directed discussion	A2 A5 A6 B5 C3 C6	4	15	19
Supervised projects	A14 A9 B4 B7 B8 C1 C2	2	10	12
Workbook	A10 C7	1	20	21
ICT practicals	A2	1	1	2



Glossary	A7 A9 C5	2	2	4
Seminar	B10 C9	4	10	14
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
Guest lecture / keynote speech	Presentation, development and analysis of theoretical and fundamental procedural contents so that the students reach the competences and skills expected in the seminar.
Directed discussion	Presentation by the professor or by the students of a series of theoretical-practical cases for their joint and collaborative analysis throughout the face-to-face session
Supervised projects	Approach of bibliographic materials on the subjects under study (in accordance with the planning carried out by the professor at the beginning of the seminar).
Workbook	Realization and analytical study of a series of readings previously selected by the teacher directly related to the contents addressed in the seminar.
ICT practicals	Presentation and proof of the application of ICT to the study of literary and cultural criticism.
Glossary	Presentation and collaborative discussion of fundamental concepts for understanding the various theoretical-methodological tools studied in the course.
Seminar	Group work from the oral presentation to the whole of the class of the results of the supervised works and / or of some reading of those attributed by the teacher at the beginning of the sessions. During the seminars, the students will use the necessary technological resources and will demonstrate the assumption and practical application of the contents, skills and competences addressed during the seminar.

Personalized attention	
Methodologies	Description
Supervised projects Workbook Seminar	<p>In addition to the accompaniment work carried out in the tutorial schedule set by the teacher responsible for the subject, personalized attention will be directed especially (but not only) to support the completion of the Supervised Work(s), the Readings and the Seminars. In general, it is recommended that each student attend at least one tutorial prior to the presentation of the assigned readings.</p> <p>In order to carry out the planned activities and in order to obtain adequate guidance, it is essential that students communicate fluently and frequently both their progress and their possible difficulties. In addition, each student will be able to make all kinds of queries in relation to the development of the subject, either during tutorial hours or through email.</p> <p>This personalized attention is also specially contemplated for part-time students and with recognized academic exemption, as well as for students enrolled to take the exam in the December call and for those coming from outside the European academic area.</p>

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A14 A9 B4 B7 B8 C1 C2	The contents and results of the teaching-learning process will be evaluated in relation to the achievement of the objectives sought in the subject. It will also be considered in the evaluation the linguistic quality, the capacity for autonomous learning and / or teamwork, the analytical and critical capacity, and the adaptation to the objectives formulated by the teacher for this activity.	60



Workbook	A10 C7	In addition to the possible oral presentation of some of the proposed readings, the level of analysis and comprehension of the remaining readings demonstrated in the course of the other presentations, in the directed discussions and in the seminars will be evaluated.	30
Seminar	B10 C9	The comprehension and mastery of the contents presented and commented will be fundamentally evaluated, as well as the usefulness of the discourse for the purposes of the subject. It will also take into account the linguistic quality, the organization and the expository sequence, the clarity and precision in the interventions, the interaction with the audience, the use of the time available and the possible elaboration and use of technological resources.	10

### Assessment comments

1. The evaluation of the subject will be done continuously at the first opportunity. In it, not only the elements referred to in the corresponding place in this guide will be taken into account, but also, in a transversal way, the linguistic, argumentative and collaborative learning skills demonstrated throughout the teaching-learning process.

2. All the activities must be carried out and delivered in accordance with the deadlines and procedures established in the calendar that the teaching staff will provide to the students at the beginning of the sessions and that will be published on the Virtual Campus. Activities delivered after the established deadline will not be subject to evaluation. To pass the subject, students must achieve a grade equal to or greater than 5 points out of 10.

3. If there are specific evaluation criteria for any of the proposed tasks, these will be made available at the time by the teaching staff responsible for the subject through the Virtual Campus and/or displayed in the classroom. The teaching staff will also give the appropriate instructions for the correct development of each of the planned activities.

4. All activities or tests must meet minimum format and linguistic correctness requirements (spelling, punctuation, syntactic agreement, absence of repetitions, lexical precision, formal registration...); in the case of linguistic-expressive deficiencies, these may be sanctioned in the qualification according to the criteria contained in the document "Minimum requirements for linguistic correction" (approved by the Galician-Portuguese Section on 6/7/2018 and published on the Virtual Campus ).

5. Any lack of academic honesty (plagiarism, use of texts or ideas from other authorships without indicating the origin, copying in tasks, papers or other variables of these characteristics) will be penalized in accordance with current regulations at the UDC. Papers submitted by students may be incorporated into Turnitin, a plagiarism detection tool, as well as papers previously submitted at this or other universities, even by the same student. In the event of a lack of academic honesty, the measures provided for in the Rules for the evaluation, review and claim of bachelor's and master's degree studies at the University of A Coruña (article 14.4) may be applied. In general, the fraudulent performance of tests or evaluation activities, once accredited, will directly imply a failure of "0" in the subject in the corresponding call, invalidating the qualification obtained in all the evaluation activities for the extraordinary call.

6. People who do not pass the subject according to the continuous evaluation in the first opportunity must participate in the July opportunity. To pass the subject on this second opportunity, students must take the exam (5 values) on the date set by the Faculty of Philology and those tutored readings or works (5 values) that have been assigned to them.

7. The part-time student or with academic exemption must take an exam (5 values) on the dates indicated for this purpose by the Faculty of Philology and deliver on a date previously agreed with the professor those tutored readings or works (5 values) that have been commissioned. In case of not being able to attend tutorials, these students must contact the teaching staff by email at the beginning of the course. Those students who prove the impossibility of attending classes must also contact the subject's teaching staff as soon as possible after this circumstance has occurred.

8. Students who take the early call in December must first contact the professor responsible for the subject and, to pass it, must take an exam (5 values) on the date set for this purpose by the Faculty of Philology, as well as those readings or supervised works (5 values) that have been entrusted to you.

9. Any student who does not hand in any of the activities provided for in this guide or who does not take the exam at the corresponding opportunity will be considered Not Present.

10. The course can be adapted for students who need the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If necessary, it is possible to contact the services available at the UDC/in the Center: with the Diversity Attention Unit (<https://www.udc.es/cufie/ADI/apoioalumnado/>) within the official deadlines stipulated before each academic term; otherwise, with the ADI Tutor of the Faculty of Philology (e-mail: [pat.filologia@udc.gal](mailto:pat.filologia@udc.gal)).

11. In accordance with the provisions of the different regulations applicable to university teaching, this subject incorporates the gender perspective in its content and organization. Inclusive language will be used and attention will be paid to the inclusion of literature produced by people of different gender identities. Discrimination based on gender will be avoided in student participation in all teaching and learning processes. The values of respect and equality will be promoted, and the reproduction of prejudices or discriminatory attitudes will not be accepted. If situations of gender discrimination are identified, concrete actions and measures will be proposed to correct them.



## Sources of information

<b>Basic</b>	<ul style="list-style-type: none"><li>- Bourdieu, Pierre (1991). "Le champ littéraire. Avant propos". <i>ctes de la Recherche en sciences sociales</i>, nº 89, pp. 3-46</li><li>- Bourdieu, Pierre (1992). <i>Les règles de l'art. Genèse et structure du champ littéraire</i>. Paris: Éditions du Seuil</li><li>- Bourdieu, Pierre (1985). <i>La distinction: critique sociale du jugement</i>. Paris: Éditions de Minuit</li><li>- Casas, Arturo (2002). "A Teoría crítica da cultura e a planificación dos estudos socioculturais (para ler González-Millán)". <i>Anuario de estudos literarios galegos</i>, 29-38</li><li>- Casas, Arturo (2007). "Xoán González-Millán: itinerarios teóricos". Helena González Fernández &amp; María Xesús Lama (eds.), <i>Actas do VII Congreso Internacional de</i></li><li>- Castells, Miguel (2003). <i>La era de la información. El poder de la Identidad</i>. Madrid: Alianza Editorial</li><li>- Figueroa, Antón (2001). <i>Nación, literatura, identidade: comunicación literaria e campos sociais en Galicia</i>. Vigo: Edicións Xerais de Galicia</li><li>- Figueroa, A. &amp; González-Millán, X. (1997). <i>Communication littéraire et culture en Galice</i>. Paris: L'Harmattan</li><li>- Fowler, B. (1997). <i>Pierre Bourdieu and Cultural Theory. Critical Investigation</i>. London: Sage</li><li>- González-Millán, X. (2000). <i>Resistencia cultural e diferenca histórica: a experiencia da subalternidade</i>. Santiago de Compostela: Sotelo Blanco</li><li>- Even-Zohar, Itamar (2007). <i>Polisistemas de cultura</i>. Tel Aviv: Unit of Culture Research, Tel Aviv University (acesíbel en <a href="http://www.tau.ac.il/~itamarez/">http://www.tau.ac.il/~itamarez/</a>)</li><li>- Even-Zohar, Itamar (2010). <i>Papers in Culture Research</i>. Tel Aviv: Unit of Culture Research, Tel Aviv University (acesíbel en <a href="http://www.tau.ac.il/~itamarez/">http://www.tau.ac.il/~itamarez/</a>)</li><li>- Lamont, M. &amp; Fournier, M. (1992). <i>Cultivating Differences. Symbolic Boundaries and the Making of Inequality</i>. Chicago and London: The University of Chicago Press</li><li>- Lourido Hermida, Isaac (2011). <i>As alternativas sistémicas da Historia literaria en situación de conflito cultural. Desenvolvementos teóricos e modelos de renovación nos casos galego e quebequense</i>. Departamento de Literatura Española, Teoría da Literatura e Lingüística Xeral, Universidade de Santi</li><li>- Nooy, W. de (2005). "Culture in networks?". <i>The Collection and Analysis of Network Data. Summer School of the Quantitative Methods, the Social S</i></li><li>- Pageaux, D. H. (2007). <i>Littératures et Cultures en dialogue</i>. Paris: L'Harmattan</li><li>- Rees, C. van (1983). "Advances in the Empirical Sociology of Literature and the Arts: The Institutional Approach?". <i>Poetics</i> 12, 285-310</li><li>- Samartim, Roberto L.I. (2010). <i>O proceso de construción do sistema literario galego entre o franquismo e a transición (1974-1978): margens, relacións, estrutura e estratexias de planificación cultural</i>. Santiago de Compostela: Servizo de Publicacións da USC</li><li>- Sapiro, G. (2007). "Pour une approche sociologique des relations entre littérature et idéologie?". <i>CONTEXTES 2</i> (acesíbel en <a href="http://contextes.revues.org/index165.html">http://contextes.revues.org/index165.html</a>)</li><li>- Sela-Sheffy, R. (2002). "Canon Formation Revisited: Canon and Cultural Production?". <i>Neohelicon</i> XXIX(2), 141-159</li><li>- Tarrío Varela, Anxo e Abuín González, Anxo (eds.) (2004). <i>Bases metodolóxicas para unha historia comparada das literaturas da Península Ibérica</i>. Santiago de Compostela: Servizo de Publicacións da USC</li><li>- Thiesse, A. (1999). <i>La Création des identités nationales: Europe XVIIIe XXe siècle</i>. Paris: Éditions du Seuil</li><li>- Torres Feijó, Elías J. (2004). "Roma locuta causa finita? Sobre docência e crítica da literatura e da cultura?". Aurora Marco et al. (eds.), <i>Actas del VII Congreso Internacional de la Sociedad Española de Didáctica</i></li><li>- Lotman, Iuri M. (1996). <i>La Semiosfera</i>. [vol. I : Semiótica de la cultura y del texto -- Vol. II : Semiótica de la cultura, del texto, de la conducta y del espacio -- Vol. III : Semiótica de las artes y de la cultura]. Madrid: Cátedra</li><li>- Williams, Raymond (1994). <i>Sociología de la Cultura</i>. Barcelona: Paidós Ibérica</li><li>- Williams, Raymond (1997). <i>Marxismo y literatura</i>. Barcelona: Ediciones Península</li></ul> <p>Otras referencias bibliográficas relativas á materia podrán constar no documento de planificación do seminario ou directamente ser disponibilizadas através do Campus Virtual.</p>
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<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Anderson, B. (1983). <i>Imagined Communities. Reflections on the Origin and Spread of Nationalism</i>. London: Verso</li> <li>- Bassel, N. (1991). ?National Literature and Interliterary System?. <i>Poetics Today</i> 12(4), 773-780</li> <li>- Bertalanffy, L. von (1993). <i>Teoría general de los sistemas: fundamentos, desarrollo, aplicaciones</i>. Madrid: Fondo de Cultura Económica</li> <li>- Dias, Ângela Maria (org.) (1999). <i>A Missão e o Grande Show. Políticas culturais no Brasil dos anos 60 e depois</i>. Rio de Janeiro: Tempo Brasileiro</li> <li>- Gramsci, Antonio (2001). <i>Cadernos do Cárcere</i>. Rio de Janeiro: Civilização Brasileira</li> <li>- Hohendahl, P. H. (1989). <i>Building a National Literature. The Case of Germany, 1830-1870</i>. Cornell University Press: Ithaca and London</li> <li>- Jusdanis, G. (1991). <i>Belated modernity and aesthetic culture: inventing national literature</i>. Minneapolis: University of Minnesota Press</li> <li>- Kiberd, D. (1995). <i>Inventing Ireland</i>. Jonathan Cape: London</li> <li>- Lemieux, V. &amp; Ouimet, M. (2004). <i>L'analyse structurale des réseaux sociaux</i>. Laval (Quebec): Les Presses de l'Université de Laval</li> <li>- Mc Crone, David (et al) (1995). <i>Scotland ? the Brand: The making of Scottish Heritage</i>. Edinburgh: Edinburgh University Press</li> <li>- Moretti, F. (2005). <i>Graphs, Maps, Trees: Abstract Models for a Literary History</i>. London: Verso</li> <li>- Pécaut, Daniel (1990). <i>Os intelectuais e a política no Brasil: entre o povo e a nação</i>. São Paulo: Ática</li> <li>- Rodríguez, J. A. (2005). ?Análisis estructural y de Redes?. <i>Cuadernos Metodológicos</i> 16</li> <li>- Samartim, Roberto L.I. (2003). ?A Pré-história do Campo Literário?. <i>A Dona do Tempo Antigo. Mulher e campo literário no Renascimento português (1495-1557)</i>, Santiago de</li> <li>- Santos, Monserrat Iglesias (ed.) (1999). <i>Teoría de los Polisistemas</i>. Madrid: Arco/Libros</li> <li>- Sela-Sheffy, R. (1990). ?The Concept of Canonicity in Polysystem Theory?. <i>Poetics Today</i> 11(3), 511-522</li> <li>- Sela-Sheffy, R. (1997). ?Models and Habituses as Hypotheses in Culture Analysis?. <i>Canadian Review of Comparative Literature / Revue Canadienne de Littérature Comparée</i> XXIV(1), 35-47</li> <li>- Sullà, E. (ed.) (1998). <i>El Canon Literario</i>. Madrid: Arco/Libros</li> <li>- Taibo, Carlos (ed.) (2007). <i>Nacionalismo español: esencias, memoria e instituciones</i>. Madrid: Los Libros de la Catarata</li> <li>- Tato Fontaiña, Laura; Tavares Maleval, M. do Amparo (eds.) (2010). <i>Estudos galego brasileiros 3: lingua, literatura, identidade</i>. Rio de Janeiro / Coruña: UERJ / Universidade da Coruña</li> <li>- Torres Feijó, E. J. (2004). ?Potencialidades na indústria de ideias na Galiza actual para o relacionamento galego-luso-afro-brasileiro?. [Actas do] VIII Congresso Luso Afro Brasileiro de Ciências Sociais, Coimbra: Centro de Estudos Socia</li> <li>- Velázquez Álvarez, A. &amp; Aguilar Gallegos, N. (2005). <i>Manual Introductorio al Análisis de Redes Sociales. Medidas de Centralidad. Ejemplos prácticos con UCINET 6.85 y NETDRAW 1.48</i>. Universidad Bolivariana de Chile: Santiago de Chile</li> </ul>
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## 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

In order to be able to follow the seminar successfully, it will be necessary to have a sufficient level (a minimum equivalent to level B2 of the European Framework is recommended) of comprehension and expression, both oral and written, in the languages of use in the subject. All questions not explicitly covered in this guide or possible doubts in relation to the development of the seminar will be clarified by the professor in his tutorial schedule, in the face-to-face sessions or in the email that appears in the corresponding place in this seminar.



(\*)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.