 UNIVERSIDADE DA CORUÑA

Teaching Guide					
	Identifying Data				2019/20
Subject (*)	Literary Discourse and Society in the English-Speaking Countries			Code	613505103
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)				
	Descriptors				
Cycle	Period	Year		Type	Credits
Official Master's Degree	1st four-month period	First		Obligatory	3
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Barros Grela, Eduardo		E-mail	eduardo.barros@udc.es	
Lecturers	Barros Grela, Eduardo		E-mail	eduardo.barros@udc.es	
Web	www.imaes.eu/?page_id=31				
General description	Please check the web site above for further information about this and any other subject from this Masters.				

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.
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
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	
Recoñecer as características particulares de textos de tipo diverso e resolver as dificultades de interpretación crítica e análise que son pertinentes en cada caso	AR7 AR9 AR10	BR1

Ser capaz de situar a relevancia dos discursos literarios dentro do ámbito da sociedade contemporánea	AR7	BR2	
		BR3	
		BR4	
Ser capaz de situar a relevancia dos discursos fílmicos dentro do ámbito da sociedade contemporánea	AR7	BR2	
		BR3	
		BR4	
Coñecer as diferentes correntes críticas relacionadas coa teoría cultural contemporánea.	AR7	BR7	
	AR12	BR10	
Participar activamente nas explicacións presentadas polo profesorado	AR12	BR9	
		BR11	
Producir liñas de pensamento crítico sobre a sociedade contemporánea a partir de lecturas de discursos fílmicos e literarios	AR7	BR11	
	AR13		

Contents	
Topic	**Sub-topic**
The course tackles the relations between literature and society, placing special emphasis on the political and socio-historical contexts.	Likewise, the more relevant ideological and inter-textual relations?and also the main aesthetic aspects?will be considered when analysing and/or discussing literary (con)texts of the English-speaking world.
1. Introduction: ?Narratives of the Body?	? Chuck Palahniuk: ?Guts?
	? Coco Fusco: Only Skin Deep. Changing Visions of the American Self
	? Sean Baker: Tangerine
	? Chuck Palahniuk: Invisible Monsters (Ch. 1-3)
2. ?Narratives of Space?	? Junot Díaz: The Brief Wondrous Life of Oscar Wao (Episode One, in Part I: ?Ghetto Nerd at the End of the World?).
	? Fredric Jameson: The Cultures of Globalization (3-21: ?Beyond Eurocentrism?).
	? Jessica Abel: La Perdida (3-61).
	? Ryan Murphy: Pose (Episode 1).
3. ?Discourses of Gender?	? Kathy Acker: Great Expectations (5-36)
	? Julia Kristeva: Powers of Horror (1-31)
	? David Benioff: Game of Thrones (episode TBA)
	? Judith Butler: Bodies that Matter (?Critically Queer? and/or ?Gender is Burning?)
4. ?Discourses of Violence?	? Donna Haraway: A Cyborg Manifesto
	? Bruce Miller: The Handmaid's Tale (episode TBA)
	? Hannah Arendt: On Violence (selection)
	? Guillermo Gómez-Peña: Dangerous Border-Crossers (22-47)
5. ?Pre-Trauma Dystopias?	? Paul Auster: Travels in the Scriptorium 1-51
	? Andrei Tarkovsky: Stalker and/or Jonathan Nolan: Westworld
	? Jean Baudrillard: Simulacra and Simulation (selection)
	? Margaret Atwood: Oryx and Crake (Chapters 1 & 2)
6. ?Heterotopic Discourses and the ?Non City??	? Charles Bukowski: Tales of Ordinary Madness (selection)
	? Mike Davis: City of Quartz (19-62)
	? David Lynch: Lost Highway
	? David Harvey: Rebel Cities (3-25)
7. ?Immersion Narratives and the Terrain Vague?	? Ken Levine. Bioshock Trilogy
	? Bruce Straley. The Last of Us
	? Raoul Barbet. Life Is Strange
	? Patrice Désilets. Assassin?s Creed
	? Mark J. P. Wolf. The Routledge Companion to Video Game Studies (selection)

Planning

Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Seminar	A7 A9 A12	9	29	38
Oral presentation	A10 B1 B3 B7 B9	5	10	15
Supervised projects	A13 B2 B4 B7 B10 B11	0	20	20
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	Students should--critically--read the corresponding texts for each class session. Class dynamics will be based on an active critical debate between professor and students.
Oral presentation	Students will open each class session by delivering a brief presentation on a topic related to one or more of the texts planned for each session.
Supervised projects	Under the professor's supervision, students will be expected to produce a research paper.

Personalized attention	
Methodologies	Description
Seminar Supervised projects Oral presentation	Discussion with professor to establish the topic(s) and the research approach preferred for the production of final paper. Guidance throughout the different sessions. Professor will assess presentations and papers during the semester. Students should consider the comments made for future papers and presentations. Students should make use of the professor's office hours for individual advising and monitoring of progress.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Seminar	A7 A9 A12	Active participation in the class and active collaborative work in the class discussions.	30
Supervised projects	A13 B2 B4 B7 B10 B11	Critical research paper on--at least--one of the texts discussed in class. Students who wish to articulate texts from class with other texts not discussed in this subject should ask the professor for permission.	50
Oral presentation	A10 B1 B3 B7 B9	Critical presentation on a topic related to one (or several) of the texts planned for each session. Presentations should not be descriptive in nature; they should instead provide students' personal and subjective readings of selected texts.	20

Assessment comments

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.
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).
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.

Sources of information	
Basic	Arendt, Hannah: On Violence (selection)Barrett, Michèlle: The Politics of TruthBaudrillard, Jean: Simulacra and Simulation (selection)Butler, Judith: Bodies that Matter (?Critically Queer? and/or ?Gender is Burning?)Coco Fusco: Only Skin Deep. Changing Visions of the American SelfDavis, Mike: City of QuartzGómez-Peña, Guillermo: Dangerous Border-Crossers (22-47)Haraway, Donna: A Cyborg ManifestoHarvey, David: Rebel CitiesJameson, Fredric: The Cultures of Globalization Kristeva, Julia: Powers of HorrorTicineto Clough, Patricia, ed.: The Affective TurnWest, Cornel: Race Matters Wolf, Mark J. P. The Routledge Companion to Video Game Studies (selection)
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