



Teaching Guide

Teaching Guide				
Identifying Data			2020/21	
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				
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	Toda a información relativa tanto a esta materia como ao resto do Mestrado pódese atopar no enderezo Web arriba sinalado			
Contingency plan	1. Modifications to the contents Not modified 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified - In the case of a health emergency all methodologies will be kept the same, but will be developed using alternative channels (mainly Teams). 3. Mechanisms for personalized attention to students - Office hours will be offered via Teams. 4. Modifications in the evaluation No modifications. Assignments, discussions, presentations, and papers will be done at home and submitted/ delivered via Moodle or Teams. *Evaluation observations: 5. Modifications to the bibliography or webgraphy All material will be made available to students via Moodle.			

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.
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	
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 AR12	BR7 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 AR13	BR11

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	Coco Fusco: Only Skin Deep. Changing Visions of the American Self Chuck Palahniuk: Invisible Monsters (Ch. 1-3) Guillermo Gómez-Peña: Dangerous Border-Crossers (22-47)
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?).
3. Discourses of Abjection	Kathy Acker: Great Expectations (5-36) Julia Kristeva: Powers of Horror (1-31) Judith Butler: Bodies that Matter (Critically Queer and/or Gender is Burning)



4. Discourses of Violence	Paul Preciado: Countersexual Manifesto Elizabeth Acevedo: The Poet X Hannah Arendt: On Violence (selection)
5. Pre-Trauma Dystopias	Paul Auster: Travels in the Scriptorium 1-51 Jean Baudrillard: Simulacra and Simulation (selection) Slavoj Žižek: Welcome to the Desert of the Real
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. Literary Discourse and Society	Discussion and conclusions

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Oral presentation	A10 B1 B3 B7 B9	5	10	15
Supervised projects	A13 B2 B4 B7 B10 B11	0	20	20
Seminar	A7 A9 A12	9	29	38
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
Oral presentation	O alumnado abrirá a discusión de cada sesión mediante unha pequena presentación relacionada cos textos que correspondan para cada sesión.
Supervised projects	Coa supervisión do profesor, o alumnado producirá un traballo de investigación.
Seminar	En cada sesión o alumnado deberá levar os textos propostos lidos e pensados. A dinámica da clase consistirá nun debate dirixido polo profesor no que o estudantado deberá participar activamente.

Personalized attention	
Methodologies	Description
Seminar Oral presentation Supervised projects	Discusión previa co profesor para delimitar tema e enfoque, e desenvolvemento crítico do tema proposto. Guía das diferentes sesións de clase. O profesorado evaluará as presentacións e os traballos durante o cuadrimestre. O alumnado debe ter en conta os comentarios do profesor para as súas próximas presentacións e traballos. O alumnado debe facer uso das horas de tutorías do profesorado, tanto para asesoramento individual como para a avaliación do progreso na asignatura.

Assessment			
Methodologies	Competencies	Description	Qualification
Seminar	A7 A9 A12	Traballo virtual, participación crítica na clase e colaboración activa nas discusións.	30



Oral presentation	A10 B1 B3 B7 B9	Presentación crítica dun tema derivado dalgún (ou, preferiblemente, varios) dos textos propostos para cada sesión. A presentación non será puramente descriptiva, senón que aportará unha visión particular e subxectiva do alumnado que estea encargado da presentación.	20
Supervised projects	A13 B2 B4 B7 B10 B11	Traballo de análise e crítica sobre al menos un dos textos discutidos na clase. Existe a posibilidade de articular ese(s) texto(s) con outros non discutidos na clase, sempre co consentemento previo do profesor.	50

Assessment comments

Dado o carácter semi-presencial do título, a asistencia é obrigatoria, salvo dispensa solicitada en tempo e forma e concedida pola Comisión Académica Universitaria do título, e sempre respetando as normativas de asistencia a clase das tres universidades participantes no título, así como os sistemas de avaliación que figuran expresamente nas guías docentes das diferentes materias, e sen prexuízo das consecuencias que poida ter para a súa avaliación final a ausencia a determinadas sesións presenciais.

Quen teña concedida a dispensa académica, e como establece a Normativa de permanencia da universidade, será avaliado seguindo os criterios aplicables á oportunidade de xullo. Quen non leve a cabo o traballo tutelado, ou non teña realizado traballo igual ou superior ao 50% do resto das categorías de avaliación, acadará a cualificación de Non Presentado. Quen non aprobe na primeira oportunidade terá á posibilidade da oportunidade de xullo, na que cada estudante terá que demostrar ter acadadas as competencias da materia mediante dous tipos de avaliación: un traballo tutelado do mesmo valor porcentual e natureza que na primeira oportunidade, máis os exercicios convidados que poidan suplir o resto das actividades.

Sources of information

Basic	Arendt, Hannah: On Violence (selection)Barrett, Michèle: 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 HorrorTicinet Clough, Patricia, ed.: The Affective TurnWest, Cornel: Race Matters
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

(*)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.