UNIVERSIDADE DA CORUÑA

Teaching Guide					
Identifying Data				2020/21	
Subject (*)	Cross-Cultural Perspectives in the Anglophone World		**Code**	613505104	
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	Hybrid				
Prerequisites					
Department	Letras				
Coordinador	Simal Gonzalez, Begoña		**E-mail**	begona.simal@udc.es	
Lecturers	Simal Gonzalez, Begoña		**E-mail**	begona.simal@udc.es	
Web	www.imaes.eu				
General description	Study of the different critical perspectives of literary and cultural analysis which deal with the intersection of identities and cultures in the English speaking world. We will analyze diasporic and transnational literatures as well as the transcultural construction of the so-called ?national literatures.?				

Contingency plan	1. MODIFICATIONS TO THE CONTENTS
	None.
	2. METHODOLOGIES
	Teaching methodologies that are kept
	? Online (Moodle) activities and ?supervised project?.
	Teaching methodologies that are modified
	? In an on-line teaching scenario, the ?seminars? and ?document analysis? (close reading and critical analysis of texts) will be carried out via Moodle assignments and/or discussion forums. ? Oral presentations may be replaced by recorded presentations.
	3. TUTORIALS AND PERSONALIZED ATTENTION
	? MOODLE TUTORIAL FORUMS, initiated by students and checked on a weekly basis. ? E-MAIL (especially for individual queries and doubts), on a weekly basis.
	4. ASSESSMENT
	While the distribution of percentages will not change, the different assessment methods will have to be adapted to the new circumstances, as follows: ? 40% - course work carried out via Moodle assignments and/or discussion forums ? 60% - Final essay / project: the oral presentation may be replaced by recorded presentations.
	ASSESSMENT COMMENTS:
	SECOND OPPORTUNITY (JULY): Those students who have not reached 4 out of 10 points in each of the main assessment sections, even if the overall addition is 5 or higher, will have to use the second opportunity (July). In an on-line scenario, it will comprise two parts: the final essay/project (60%) including an oral presentation which may be recorded; a written exam (40%, replacing course work) to be carried via Moodle on the official date of the exam; should there be (serious, certifiable) connectivity problems, the exam will be done orally (phone call).
	5. Changes in bibliography/webgraphy
	- More on-line resources: short primary sources will be available in Moodle; as to secondary sources, there will be extra on-line resources (e.g. PDF excerpts, the teacher?s own materials, links to on-line library resources?).

Study programme competences	
Code	**Study programme competences**
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.
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	
Students should be able to use the acquired knowledge as well as their ability to deal with different problems in new (or multidisciplinary) contexts related to their field of study.	AR9 AR10	BR2 BR7 BR10
Students should develop the ability to integrate and combine different theoretical and critical concepts as well as the ability to formulate their own critical conclusions from incomplete or limited information which includes reflections on the social and ethical responsibilities that may be related to their learning and critical conclusions.		BR3
Students should know how to transmit their conclusions, as well as the logical reasons and motives which justify them, to specialized and non-specialized listeners or readers clearly and unambiguously.		BR4 BR9 BR10 BR11

Contents	
Topic	Sub-topic
1. Trans-cultural approach to the literatures written in English: introduction.	Introduction to the subject.
2. Theoretical perspectives and key concepts.	Transcultural identities, ethnicity, globalization, transnationalism, diaspora, postcolonialism, sexual and gender identities.
3. Transcultural literary practices.	Detailed analysis of specific literary works.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Workbook	A9 A10 B11	1	26	27
Seminar	B2 B3 B7 B10	10	0	10
ICT practicals	A9 A10 B2 B3 B4 B7 B10	1	10	11
Supervised projects	A10 B2 B4 B9	2	24	26
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

Workbook	Readings carried out in class ("horas presenciais") and prior to class ("horas non presenciais"), the latter as autonomous reading. Such readings are necessary for students to carry out the rest of the activities successfully.
Seminar	Many sessions will follow the typical structure of a seminar: initial presentation of contents and concepts, followed by critical analysis and debate about the compulsory works.
ICT practicals	Guided activities using the ICT platform (Moodle): Interaction and on-line learning.
Supervised projects	Individual research project of literary and/or cultural criticism. Written essay and oral presentations.

Personalized attention	
Methodologies	Description
Supervised projects	Teacher's supervision of individual projects.

Assessment			
Methodologies	Competencies	Description	Qualification
Seminar	B2 B3 B7 B10	Active and critical participation. Discussion and other oral/written activities.	30
ICT practicals	A9 A10 B2 B3 B4 B7 B10	Participation in ICT (Moodle) activities and exercises.	10
Supervised projects	A10 B2 B4 B9	Each student is expected to write a research essay (of a theoretical-practical nature) and to carry out oral presentations.	60

Assessment comments

SECOND OPPORTUNITY (JULY):

THEORETICAL+PRACTICAL PAPER: 60% WRITTEN EXERCISES: 40%

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.

PLAGIARISM: When assessing the students' essays, the teacher will pay attention to possible cases of plagiarism; to that effect, she can interview the
students about their written work or use tools like TURNITIN.

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).

Sources of information

Basic	FONTES PRIMARIAS1 NOVELA: Karen Tei YAMASHITA?s Through the Arc of the Rain Forest Textos breves: extractos de novelas, relatos e poemasPRINCIPAIS FONTES SECUNDARIASWilliam SAFRAN: ?Diasporas In Modern Societies: Myths of Homeland and Return? (1991) Wolfgang WELSCH: ?Transculturality: The Puzzling Form of Cultures Today? (1999) Ulrich BECK: What Is Globalization? (2000) Ursula HEISE: Sense of Place and Sense of Planet (2008) Paul JAY: Global Matters (2010) Rob NIXON: Slow Violence and the Environmentalism of the Poor (2011) Molly WALLACE: Risk Criticism: Precautionary Reading in an Age of Environmental Uncertainty (2016) FONTES PRIMARIAS1 NOVELA: Karen Tei YAMASHITA?s Through the Arc of the Rain Forest Textos breves: extractos de novelas, relatos e poemasPRINCIPAIS FONTES SECUNDARIAS · William SAFRAN: ?Diasporas In Modern Societies: Myths of Homeland and Return? (1991) · Wolfgang WELSCH: ?Transculturality: The Puzzling Form of Cultures Today? (1999) · Ulrich BECK: What Is Globalization? (2000) · Ursula HEISE: Sense of Place and Sense of Planet (2008) · Paul JAY: Global Matters (2010) · Rob NIXON: Slow Violence and the Environmentalism of the Poor (2011) · Molly WALLACE: Risk Criticism: Precautionary Reading in an Age of Environmental Uncertainty (2016) FONTES PRIMARIAS · 1 NOVELA: Karen Tei YAMASHITA?s Through the Arc of the Rain Forest · Textos breves: extractos de novelas, relatos e poemasPRINCIPAIS FONTES SECUNDARIAS · William SAFRAN: ?Diasporas In Modern Societies: Myths of Homeland and Return? (1991) · Wolfgang WELSCH: ?Transculturality: The Puzzling Form of Cultures Today? (1999) · Ulrich BECK: What Is Globalization? (2000) · Ursula HEISE: Sense of Place and Sense of Planet (2008) · Paul JAY: Global Matters (2010) · Rob NIXON: Slow Violence and the Environmentalism of the Poor (2011) · Molly WALLACE: Risk Criticism: Precautionary Reading in an Age of Environmental Uncertainty (2016)

| Complementary | Bibliografía básica e complementariaAl Maleh, L. (Ed.). (2009). Arab Voices in Diaspora: Critical Perspectives on Anglophone Arab Literature. Amsterdam/New York: Rodopi.Baker, Houston A. Three American Literatures: Essays in Chicano, Native American, and Asian American Literature for Teachers of Literature. New York: The Modern Language Associaton, 1982.Bloom, Harold. Asian American Women Writers. Philadelphia: Chelsea House Publishers, 1997.Brennan, Jonathan (ed). Mixed Race Literature. Stanford: Stanford UP, 2002.Bringas, Ana y Belén Martín. Identidades multiculturais, revisión dos discursos teóricos. Vigo: Universidade de Vigo, 2000.Cheung, King-Kok (ed.) An Interethnic Companion to Asian American Literature. Cambridge: Cambridge UP, 1997.Cuder Dominguez, Pilar, Martín-Lucas, Belén, Villegas-López, Sonia. (2011). Transnational poetics: Asian Canadian women's fiction of the 1990s. Toronto: TSAR Publications.Eckard, Paula Gallant. Maternal Body and Voice in Toni Morrison, Bobbie Ann Mason and Lee Smith. Columbia: U of Missoury P, 2002.Fishburn, Katherine. The Problem of Embodiment in early African American Literature.Westport: Greenwood P, 1997.Huntley, E. D. Maxine Hong Kingston. A Critical Companion. Londres: Greenwood P, 2001.Hutchinson, George. The Harlem Renaissance in Black and White. Cambridge (Mass) & Londres: The Belknap P of Harvard UP, 1995.Jay, Paul. (2010). Global matters: the transnational turn in literary studies. Ithaca: Cornell University Press.Kaplan, Caren, Norma Alarcón, and Minoo Moallem. Eds. (1999). Between woman and nation:nationalisms, transnational feminisms, and the state. Durham, NC: Duke University Press.Lewis, Simon. (2011). British and Áfrican literature in transnational context. Gainesville: University Press of Florida.Li, David Leiwei. Imagining the Nation. Asian American Literature and Cultural Consent. Stanford: Stanford UP, 1998.Morrison, Toni. Race-ing Justice, En-gender-ing Power. Londres: Chatto & Windus Ltd., 1992.Nandín, Teresa. ?El reflejo de la experiencia multicultural en dos obras de contextos dispares, ?East, West? de Salman Rushdie y ?Woman Hollering Creek? de Sandra Cisneros?. En Ana Bringas y Belén Martín, Identidades multiculturais, revisión dos discursos teóricos. Vigo: Universidad de Vigo, 2000.Nyman, J. (2009). Introduction: Diaspora, Home, Writing. Home, Identity, and Mobility in Contemporary Diasporic Fiction (pp. 9-34). Amsterdam: Rodopi.O?Reilly, Andrea. Toni Morrison and Motherhood. A Politics of the Heart. Albany: State U of New York P, 2004.Otten, Terry. The Crime of Innocence in the Fiction of Toni Morrison. Columbia: U of Missouty P, 1989.Ozieblo, Bárbara. El vínculo poderoso: madres e hijas en la literatura norteamericana. Granada: Universidad de Granada, 1998.Sesay, K. (Ed.). (2005). Write Black Write British: From Post-Colonial to Black British Literature. Hertford: Hansib Publications.Simal, Begoña. Identidad étnica y género en la narrativa de escritoras chinoamericanas. La Coruña: Universidade da Coruña, 2000.Sollors, Werner (ed.). Beyond Ethnicity: Consent and Descent in American Culture. New York: Oxford UP, 1986.Stein, M. (2004). Black British Literature: Novels of Transformation. Columbus, OH: The Ohio State UP.Wilentz, Gay. Binding Cultures: Black Women Writers in Africa and the Diaspora. Indianapolis: Indiana UP, 1992.Wilson, Rob and Wimal Dissanayake, eds. (2005). Global-local cultural production and the transnational imaginary. Durham: Duke University Press.Yin, Xiao-Huang. Chinese American Literature since the 1850s. Urbana & Chicago: U of Illinois P, 2000. |

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		

<p>The teacher will hand out a detailed calendar, including the list of readings and activities, at the beginning of the course. In addition, the READING LIST (the texts required for the course) will be published in October.</p>

(*)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.