



Teaching Guide

| Teaching Guide | | | | |
|--------------------------|---|--------|----------------------------|---------|
| Identifying Data | | | 2019/20 | |
| Subject (*) | Models of Literary and Cultural interpretation in English-Speaking Countries | Code | 613505106 | |
| 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 | 4.5 |
| Language | English | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Letras | | | |
| Coordinador | Lorenzo Modia, Maria Jesus | E-mail | maria.lorenzo.modia@udc.es | |
| Lecturers | Lorenzo Modia, Maria Jesus | E-mail | maria.lorenzo.modia@udc.es | |
| Web | | | | |
| General description | Brief survey of the main schools of literary and cultural criticism and of their application to the analysis of literary and cultural production in the Anglophone world. This course will present a selection of critical perspectives in order to approach issues such as: the debate about the 'classical heritage', historiography and the canon; the development of the various critical schools ranging from New Criticism, Russian Formalism, Structuralism and Narratology to PostStructuralism, Psychoanalysis, Marxist theories, Cultural Materialism, New Historicism, Feminist Criticism, Gender Studies, and more recent approaches such as Multiculturalism, Ethnocriticism, Postcolonial Studies, Diaspora and Transnationalism and, finally, Ecocriticism | | | |

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. |
| A11 | E11 ? Ability to identify and analyse the most relevant characteristics of culture and institutions in the English-speaking world through the study of different types of texts belonging to different historical periods. |
| 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. |
| 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 |
| 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. |
| 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 |

Learning outcomes

| Learning outcomes | Study programme competences |
|-------------------|-----------------------------|
|-------------------|-----------------------------|



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|---|-------------------------------------|---|--|
| Students will clarify concepts and methods in Anglo-American literary theory through their application to the analysis of literary and cultural texts from the Anglophone world | AR9 AR10 AR11 AR12 AR13 | BR6 BR7 BR9 BR10 BR11 BR13 BR14 | |
| To be familiar with images of women in English literature, and with texts written by women, particularly from the long eighteenth-century onwards. | AR9 AR10 AR11 AR12 AR13 | BR6 BR7 BR9 BR10 BR11 BR13 BR14 | |
| Students will get acquainted with the main Anglo-American schools of literary criticism in the twentieth and twenty-first centuries | AR9 AR10 AR11 AR12 AR13 | BR6 BR7 BR9 BR10 BR11 BR13 BR14 | |
| Students will get acquainted with the social and ideological context that has given rise to the different approaches to literary theory. | AR9 AR10 AR11 AR12 AR13 | BR6 BR7 BR9 BR10 BR11 | |

| Contents | |
|---|--|
| Topic | Sub-topic |
| Brief survey of the main schools of literary and cultural criticism and of their application to the analysis of literary and cultural production in the Anglophone world. | This course will present a selection of critical perspectives in order to approach issues such as: the debate about the ?classical heritage?, historiography and the canon; the development of the various critical schools ranging from New Criticism, Russian Formalism, Structuralism and Narratology to PostStructuralism, Psychoanalysis, Marxist theories, Cultural Materialism, New Historicism, Feminist Criticism, Gender Studies, and more recent approaches such as Multiculturalism, Ethnecriticism, Postcolonial Studies, Diaspora and Transnationalism and, finally, Ecocriticism. |

| Planning | | | | |
|-----------------------|---|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Supervised projects | A9 A10 A11 A12 A13 B6 B9 B10 B11 B13 B14 | 0 | 36 | 36 |
| Directed discussion | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | 10 | 10 | 20 |



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|---|---|-----|----|-----|
| Oral presentation | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | 7.5 | 0 | 7.5 |
| Events academic / information | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | 5 | 0 | 5 |
| Workbook | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | 0 | 30 | 30 |
| Guest lecture / keynote speech | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | 13 | 0 | 13 |
| 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 |
| Supervised projects | Traballo escrito sobre textos primarios ou secundarios relacionados co programa (2.000 palabras aproximadamente) |
| Directed discussion | Contribución activa aos debates sobre temas propostos |
| Oral presentation | Presentación oral na clase de análises de textos fixados |
| Events academic / information | Asistencia e informes sobre encontros relacionados co programa |
| Workbook | Lectura crítica de textos asignados |
| Guest lecture / keynote speech | Descrición e análise crítica de textos e periodos estudados. |

| Personalized attention | |
|--|--|
| Methodologies | Description |
| Supervised projects Directed discussion Workbook Oral presentation Events academic / information | Students will be tutorized for the preparation of essays, oral presentations, discussions and any other aspect related to the subject. |

| Assessment | | | |
|--------------------------------|---|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Supervised projects | A9 A10 A11 A12 A13 B6 B9 B10 B11 B13 B14 | Monitored research on assigned issues | 20 |
| Guest lecture / keynote speech | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | Attendance to lectures on syllabus topics | 10 |
| Directed discussion | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | Active participation in sessions | 20 |
| Workbook | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | Critical reading of assigned texts to be discussed in class | 20 |



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|-------------------------------|---|---|----|
| Oral presentation | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | Oral presentation on assigned topics | 20 |
| Events academic / information | A9 A10 A11 A12 A13 B6 B7 B9 B10 B11 B13 B14 | Attendance and written report of events related to the syllabus | 10 |

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

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| Basic | Bloom, Harold. The Western Canon: The Books and School of the Ages. New York: Harcourt Brace, 1995. Brydon, Diana, ed. Postcolonialism: Critical Concepts in Literary and Cultural Studies. London and New York: Routledge, cop. 2000. Cuddon, J. A. The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin Books, 1999. Eagleton, Terry and Drew Milne, Eds. Marxist Literary Theory: A Reader. Oxford: Blackwell, 1996. Eagleton, Terry. Literary Theory: An Introduction. Oxford: Blackwell, 1996. Frassinelli, Pier Paolo, Ronit Frenkel, and David Watson, Eds. Traversing Transnationalism: The Horizons of Literary and Cultural Studies. Amsterdam and New York, NY : Rodopi, 2011. Glotfelty, Cheryl, and Harold Fromm, Eds. The Ecocriticism Reader: Landmarks in Literary Ecology. Athens (Georgia): The University of Georgia Press, cop. 1996. Green, Keith and Jill LeBihem. Critical Theory and Practice: A Coursebook. London and New York: Routledge, 2012. Kurzweil, Edith and William Phillips, Eds. Literature and Psychoanalysis. New York: Columbia University Press, 1983. Marzec, Robert T. An Ecological and Postcolonial Study of Literature. From Daniel Defoe to Salman Rushdie. London: Palgrave, 2007. Onega, Susana & José A. García Landa. Narratology: An Introduction. London: Longman, 1996. Rice, Philip and Patricia Waugh, Eds. Modern Literary Theory: A Reader. London: Arnold, 2001. Rooney, Ellen, Ed. The Cambridge Companion to Feminist Literary Theory. Cambridge: Cambridge University Press, 2006. |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before



Novos enfoques nos estudos literarios e culturais/613484002

Literatura, cultura e xénero /613484019

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.