UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2020/21**
Subject (*)	Literature and Cultural Diversity in the Anglophone World		**Code**	613505115
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Official Master's Degree	2nd four-month period	First	Optional	3
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Estévez Saa, José Manuel		**E-mail**	jose.manuel.estevez.saa@udc.es
Lecturers	Estévez Saa, José Manuel		**E-mail**	jose.manuel.estevez.saa@udc.es
Web	www.imaes.eu/?page_id=31			
General description	An advanced introduction to the theoretical and historical contexts of the multiculturalism-interculturalism debate in the English-speaking world and its supporting methodological frameworks. The aim is to attain a working knowledge of and critical competence in the theories and debates that constitute the concept of the transcultural in the literature and culture of the English-speaking world via a focus on certain national, regional, and thematic domains that exemplify in their own specific ways cultural diversity in its different manifestations.			
Contingency plan	1. Modifications to the contents No changes. 2. Methodologies *Teaching methodologies that are maintained Tutored works and projects, reading tasks, essays, exercises and activities. *Teaching methodologies that are modified Classes via Moodle, Teams and Email with the same timetable. 3. Mechanisms for personalized attention to students Email, Moodle, Teams. 4. Modifications in the evaluation Continuous assessment 100%. Tutored works and projects, reading tasks, essays, exercises and activities. *Evaluation observations: Participation assessed via Teams and via written contributions to the discussion. 5. Modifications to the bibliography or webgraphy No changes. Texts in electronic format will be provided as far as possible.			

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.
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.
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
B5	CB10 ? Students should have the necessary learning skills to allow them to continue studying in a largely autonomous manner.
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.
B12	G07 ?Linguistic competence (C2 level) in oral and written English must be developed and consolidated.
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
B15	G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired.

Learning outcomes		
Learning outcomes	**Study programme competences / results**	
An advanced introduction to the theoretical and historical contexts of the multiculturalism debate and later manifestations of cultural diversity in the English-speaking world and its supporting methodological frameworks. The aim is to attain a working knowledge of and critical competence in the theories and debates that constitute the concept of the multicultural in the literature and culture of the English-speaking world via a focus on certain national, regional, and thematic domains that exemplify in their own specific ways cultural diversity in its different manifestations.	AR7 AR9 AR10 AR11 AR12 AR13	BR1 BR2 BR3 BR4 BR5 BR6 BR7 BR9 BR10 BR11 BR12 BR13 BR14 BR15

Contents	
Topic	**Sub-topic**
1. Introduction:	Contemporary migrations in times of international terrorism, economic and political crises and the Covid-19 pandemic.
2. Theoretical and Critical Perspectives:	Postcolonialism, Cosmopolitanism, Multiculturalism, Interculturalism and Transculturalism.
3. Contemporary Transcultural Contacts and Their Representation in Literature(s) in English:	Ethics, aesthetics and strategics.

4. Case Studies:	Reading and Analysis of selected stories from, Dublin: Ten Stories, One Destination (2010), Refugee Tales (2016), The Things I Would Tell You: British Muslim Women Write (2017) and This Hostel Life (2018).

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Directed discussion	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	4	4	8
Case study	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	8	14	22
Oral presentation	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	1	8	9
Supervised projects	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	0	20	20
Introductory activities	A7 A9 A10 A11 A12 A13	4	4	8
Personalized attention		8	0	8

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Directed discussion	Discusión en seminario dos textos primarios e as materias teóricas
Case study	Analise e debate dos textos primarios e teóricos en seminario
Oral presentation	Presentación de traballos individuáis de aspectos concretos das obras de leiture escollidos en consulta co profesor
Supervised projects	Elaboración de un traballo de investigación en forma de ensaio
Introductory activities	Introducción ós conceptos teóricos que se manexara´n no seminario

Personalized attention	
Methodologies	Description
Supervised projects	Personal tutorials with the supervisor in order to guide the student's reading and her research work.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Supervised projects	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	Personal research in the shape of a written essay on a topic related to the seminar's subject matter chosen in consultation with the teacher	60

Case study	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	Close reading presented in seminar session of a key aspect of one of the set literary readings	20
Oral presentation	A7 A9 A10 A11 A12 A13 B1 B2 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15	Individual presentation of one of the set theoretical texts encouraging participation by other students	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	· Dagnino, Arianna. 2015. Transcultural Writers and Novels in the Age of Global Mobility. Indiana: Purdue University Press, 2015. · Estévez-Saá, José Manuel. ?Multiculturalism, Interculturalism, Transculturalism, and The Reluctant Fundamentalist. SARE: Southeast Asian Review of English, vol.53 nº1 (December 2016): 1-11. https://ejournal.um.edu.my/index.php/SARE/article/view/2135· Estévez Saá, Margarita. ?Immigration in Celtic Tiger and post-Celtic Tiger Novels.? Literary Visions of Multicultural Ireland. The Immigrant in Contemporary Irish Literature?. Ed. Pilar Villar-Argáiz. Manchester: Manchester University Press, 2013. 79-92.· Herd, David and Anna Pincus, eds. 2016. Refugee Tales. Manchester: Comma Press.· Herd, David and Anna Pincus, eds. 2017. Refugee Tales II. Manchester: Comma Press.· Mahfouz, Sabrina, ed., The Things I Would Tell You: British Muslim Women Write. London: Saqi Books, 2017.· Meer, N.; Modood T.; and Zapata-Barrero, R. Interculturalism and Multiculturalism. Edinburgh: Edinburgh University press, 2015.· McLeod, John. 2011. ?Sounding Silence: Transculturation and Its Thresholds? Transnational Literature 4.1 http://dspace.flinders.edu.au/jspui/bitstream/2328/25473/1/Sounding_Silence.pdf· Okorie, Melatu Uche. This Hostel Life. Dublin: Skein Press, 2018.· VV.AA. Dublin: Ten Stories, One Destination. Dublin: the Irish Writer?s Exchange, 2010.
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.