



Teaching Guide

Teaching Guide				
Identifying Data				2018/19
Subject (*)	Literature, Culture and Society		Code	613584103
Study programme	Mestrado Universitario en Literatura, Cultura e Diversidade (plan 2016)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	3
Language	SpanishGalicianPortuguese			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es	
Lecturers	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es	
Web				
General description	Aproximación das relacións entre literatura, cultura e sociedade, prestando especial atención ás escolas teórico-críticas que parten de postulados sociolóxicos, sistémicos e/ou de base marxista			

Study programme competences

Code	Study programme competences
A1	Integrar os estudos literarios nun contexto cultural mais extenso que trascenda os límites dunha soa lingua e/ou nación, atendendo á diversidade cultural
A2	Ampliar o concepto de literatura, a través da súa relación coas TICS, os medios de comunicación, o cine, as artes, no marco da diversidade cultural
A4	Aplicar as técnicas de análise cultural en contextos diversos
A5	Adquirir as habilidades necesarias para analizar e investigar os mecanismos dos procesos de comunicación
A6	Coñecer e valorar a diversidade cultural, con especial atención aos ámbitos hispánico e galego-portugués
A7	Coñecer as principais correntes teóricas que integraron e integran a reflexión sobre a literatura e a cultura, así como os seus antecedentes
A9	Aplicar as técnicas de análise cultural respetando os fundamentos ideolóxicos presentes en contextos diversos
A10	Analizar e interpretar textos, aplicando diferentes modelos teóricos e xenéricos
A14	Adquirir a capacidade de xestionar ferramentas e recursos de investigación aplicados no ámbito dos estudos literarios e culturais
B4	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións(TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da vida
B5	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común
B6	Valorar críticamente o coñecemento, a tecnoloxía e a información dispoñibles para resolver problemas cos que deben enfrontarse
B7	Asumir como profesional e cidadán a importancia da aprendizaxe
B8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade
B10	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma
B11	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras
C1	Adquirir capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva
C2	Traballar de maneira interdisciplinar en entornos diversos
C4	Promover o entendemento intercultural desde a comprensión da diversidade
C5	Integrar coñecementos de campos de estudos diversos
C6	Aplicar coñecementos e habilidades na resolución de problemas en entornos novos o non familiares en contextos interdisciplinares
C7	Desenvolver habilidades cognitivas avanzadas (capacidade de síntese, análise e pensamento crítico) relacionadas co desenvolvemento e a creación dun perfil investigador
C9	Desenvolver habilidades de xestión da información para propósitos académicos e de investigación



Learning outcomes			
Learning outcomes	Study programme competences		
Coñecer as principais correntes teóricas que integraron e integran a reflexión sobre a literatura e a cultura, así como os seus antecedentes	AC7		
Integrar os estudos literarios nun contexto cultural máis extenso que trascenda os límites dunha soa lingua e/ou nación, atendendo á diversidade cultural, en especial nos ámbitos hispánico e galego-portugués.	AC1 AC6		CC2 CC4
Entender a literatura en relación con outros campos culturais e utilizar ferramentas e tecnoloxías apropiadas para o seu estudo	AC2 AR3	BJ1 BJ3 BJ5	CC5
Analizar e interpretar tanto textos como mecanismos e procesos de comunicación aplicando diferentes modelos teóricos.	AC5 AJ1		
Aplicar as técnicas de análise cultural respectando os fundamentos ideolóxicos presentes en contextos diversos.	AC4 AC9		
Asumir a importancia e os beneficios sociais da aprendizaxe, e coñecer os medios para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.		BJ2 BJ4 BJ8	
Adquirir capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas en entornos novos de forma efectiva, aplicando os coñecementos e habilidades desenvolvidos en contextos interdisciplinares.			CC1 CC6
Desenvolver habilidades de xestión da información, de capacidade de síntese, análise e pensamento crítico relacionadas cos propósitos académicos e o desenvolvemento e a creación dun perfil investigador			CR1 CR3
Expresarse correctamente, tanto de forma oral como escrita, nas linguas oficiais da comunidade autónoma		BJ7	

Contents	
Topic	Sub-topic
1. From the Literature for Culture	1.1. General, historical and methodological issues 1.2. Processes of canonization and construction of knowledge
2. Systemic and sociological theories	2.1. The cultural systems (Itamar Even-Zohar) 2.2. The semiotics of culture (Iuri M. Lotman) 2.3. The cultural fields (Pierre Bourdieu) 2.4. Sociological-based empirical theories for the analysis of culture
3. Methods and ferramentas for an analysis of culture	3.1. Empirical quantitative and qualitative analysis: Data bases 3.2. Methods of analysis and representation: Analysis of Social Networks 3.3. Automatic techniques of semantic classification: Textometry
4. Cultural planning and social change	4.1. Objectives and results of studies in culture 4.2. Socioeconomic and professional applications: Case studies

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 A4 A6 A7 B6 B11 C5 C4	5	6	11
Directed discussion	A2 A5 B5 C6	5	8	13
Supervised projects	A14 A9 B4 B7 B8 C1 C2	1	20	21
Workbook	A10 C7	1	20	21
ICT practicals	A2	1	2	3
Seminar	B10 C9	3	2	5
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
Guest lecture / keynote speech	Presentation, development and analysis of theoretical and fundamental procedural contents so that the students reach the competences and skills expected in the seminar.
Directed discussion	Presentation by the professor or by the students of a series of theoretical-practical cases for their joint and collaborative analysis throughout the face-to-face session
Supervised projects	Approach of bibliographic materials on the subjects under study (in accordance with the planning carried out by the professor at the beginning of the seminar).
Workbook	Realization and analytical study of a series of readings previously selected by the teacher directly related to the contents addressed in the seminar.
ICT practicals	Presentation and proof of the application of ICT to the study of literary and cultural criticism.
Seminar	Group work from the oral presentation to the whole of the class of the results of the supervised works and / or of some reading of those attributed by the teacher at the beginning of the sessions. During the seminars, the students will use the necessary technological resources and will demonstrate the assumption and practical application of the contents, skills and competences addressed during the seminar.

Personalized attention	
Methodologies	Description
Supervised projects Workbook Seminar	In addition to the accompaniment work done in the tutoring schedule marked by the teacher responsible for the subject, personalized attention will be directed especially (not only) to support the completion of the Tutored Works, Readings and Seminars. In general, it is recommended that each student attend at least one tutorial prior to the exhibition of the attributed readings. In order to carry out the planned activities and in order to obtain adequate guidance, it is essential that the students communicate their progress and possible difficulties in a fluid and frequent manner. In addition, each student will be able to make all kinds of consultations in relation to the development of the subject, either in the tutoring schedule or through the e-mail. This personalized attention is also contemplated for part-time students with recognized academic dispensation, as well as for students enrolled to be examined in the December session.

Assessment			
Methodologies	Competencies	Description	Qualification
Guest lecture / keynote speech	A1 A4 A6 A7 B6 B11 C5 C4	The level of analysis and comprehension of the exposed subjects will be evaluated, as well as the resolution of the problems presented during these sessions, either through case studies or analysis of specific documentary sources, either in the course of the directed discourses and the seminars.	10
Directed discussion	A2 A5 B5 C6	The rigor and depth of the analysis will be assessed, as well as the different types of questions raised during the interventions, the frequency of these and, in general, all the contributions related to the accompaniment / development of the subject.	20
Supervised projects	A14 A9 B4 B7 B8 C1 C2	The contents and results of the teaching-learning process will be evaluated in relation to the achievement of the objectives sought in the subject. It will also be considered in the evaluation the linguistic quality, the capacity for autonomous learning and / or teamwork, the analytical and critical capacity, and the adaptation to the objectives formulated by the teacher for this activity.	30
Workbook	A10 C7	In addition to the possible oral presentation of some of the proposed readings, the level of analysis and comprehension of the remaining readings demonstrated in the course of the other presentations, in the directed discussions and in the seminars will be evaluated.	20



Seminar	B10 C9	The comprehension and mastery of the contents presented and commented will be fundamentally evaluated, as well as the usefulness of the discourse for the purposes of the subject. It will also take into account the linguistic quality, the organization and the expository sequence, the clarity and precision in the interventions, the interaction with the audience, the use of the time available and the possible elaboration and use of technological resources.	20
---------	--------	---	----

Assessment comments



The evaluation of the subject will be done continuously. In it will be taken into account not only the sections referred to in the corresponding place but also, in a transversal way, the linguistic, argumentative and collaborative learning skills demonstrated throughout the teaching-learning process.

In

this sense, all activities or tests must meet minimum linguistic correction requirements (spelling, punctuation, syntactic agreement, absence of repetitions, lexical precision, formal registration ...); in the case of linguistic-expressive deficiencies, these may be penalized in the qualification according to the criteria that will be published in the Moodle platform at the start of the course. The papers submitted by the students may be incorporated into Turnitin, a tool for the detection of plagiarism as well as works previously presented at this or other universities, including by the same student. In the event of any of these circumstances, the measures contemplated in the Rules of evaluation, review and claims of the qualifications of the undergraduate and master's degree studies of the University of A Coruña may be applied (article 14.4).

All

activities must be done and delivered in accordance with the deadlines and procedures set in the schedule that the teacher will give the students at the beginning of the sessions and will hang in Moodle. Activities delivered after the deadline will not be evaluated.

Part-time

students or students with academic dispensation will make or deliver the activities indicated on the date previously agreed with the teacher.

These

students must complete and deliver the same activities as the rest and, if they can not attend the tutorials, they must contact the teacher via email at the start of the course. Students who certify that they can not attend classes should also contact the seminar professor.

Students

who attend the advanced call in December must first contact the teacher responsible for the seminar and, in order to overcome it, they will have to carry out the supervised works (5 points) and readings (5 points) that will be entrusted to them.

If

there are specific evaluation criteria for any of the proposed tasks, these will be made public through the Moodle and / or will be presented in class. The teachers will give the appropriate instructions for the correct development of each of the planned activities. Those who do not pass the seminar with the continuous evaluation must participate in the July opportunity. In order to pass the subject in this second opportunity, the students must satisfactorily complete all those tasks not overcome in the previous opportunity along with those other works that are requested. Any student who does not present any of the activities foreseen in this guide will be considered not submitted.



Basic	- Bourdieu, Pierre (1991). ?Le champ littéraire. Avant propos?. ctes de la Recherche en sciences sociales, nº 89, pp. 3-46 - Bourdieu, Pierre (1992). Les règles de l'art. Genèse et structure du champ littéraire. Paris: Éditions du Seuil - Bourdieu, Pierre (1985). La distinction: critique sociale du jugement. Paris: Éditions de Minuit - Casas, Arturo (2002). ?A Teoría crítica da cultura e a planificación dos estudos socioculturais (para ler González-Millán)?. Anuario de estudos literarios galegos, 29-38 - Casas, Arturo (2007). ?Xoán González-Millán: itinerarios teóricos?. Helena González Fernández & María Xesús Lama (eds.), Actas do VII Congreso Internacional de - Castells, Miguel (2003). La era de la información. El poder de la Identidad. Madrid: Alianza Editorial - Figueroa, Antón (2001). Nación, literatura, identidade: comunicación literaria e campos sociais en Galicia. Vigo: Edicións Xerais de Galicia - Figueroa, A. & González-Millán, X. (1997). Communication littéraire et culture en Galice. Paris: L'Harmattan - Fowler, B. (1997). Pierre Bourdieu and Cultural Theory. Critical Investigation. London: Sage - González-Millán, X. (2000). Resistencia cultural e diferenca histórica: a experiencia da subalternidade. Santiago de Compostela: Sotelo Blanco - Even-Zohar, Itamar (2007). Polisistemas de cultura. Tel Aviv: Unit of Culture Research, Tel Aviv University (acesíbel en http://www.tau.ac.il/~itamarez/) - Even-Zohar, Itamar (2010). Papers in Culture Research. Tel Aviv: Unit of Culture Research, Tel Aviv University (acesíbel en http://www.tau.ac.il/~itamarez/) - Lamont, M. & Fournier, M. (1992). Cultivating Differences. Symbolic Boundaries and the Making of Inequality. Chicago and London: The University of Chicago Press - Lourido Hermida, Isaac (2011). As alternativas sistémicas da Historia literaria en situación de conflito cultural. Desenvolvementos teóricos e modelos de renovación nos casos galego e quebequense. Departamento de Literatura Española, Teoría da Literatura e Lingüística Xeral, Universidade de Santi - Nooy, W. de (2005). ?Culture in networks?. The Collection and Analysis of Network Data. Summer School of the Quantitative Methods, the Social S - Pageaux, D. H. (2007). Littératures et Cultures en dialogue. Paris: L'Harmattan - Rees, C. van (1983). ?Advances in the Empirical Sociology of Literature and the Arts: The Institutional Approach?. Poetics 12, 285-310 - Samartim, Roberto L.I. (2010). O proceso de construción do sistema literario galego entre o franquismo e a transición (1974-1978): margens, relacións, estrutura e estratégias de planificación cultural. Santiago de Compostela: Servizo de Publicacións da USC - Sapiro, G. (2007). ?Pour une approche sociologique des relations entre littérature et idéologie?. CONTEXTES 2 (acesíbel en http://contextes.revues.org/index165.html) - Sela-Sheffy, R. (2002). ?Canon Formation Revisited: Canon and Cultural Production?. Neohelicon XXIX(2), 141-159 - Tarrío Varela, Anxo e Abuín González, Anxo (eds.) (2004). Bases metodolóxicas para unha historia comparada das literaturas da Península Ibérica. Santiago de Compostela: Servizo de Publicacións da USC - Thiesse, A. (1999). La Création des identités nationales: Europe XVIIIe XXe siècle. Paris: Éditions du Seuil - Torres Feijó, Elías J. (2004). ?Roma locuta causa finita? Sobre docencia e crítica da literatura e da cultura?. Aurora Marco et al. (eds.), Actas del VII Congreso Internacional de la Sociedad Española de Didáctica - Lotman, Iuri M.: La Semiosfera. Madrid, Cátedra, 1996 [vol. I : Semiótica de la cultura y del texto -- Vol. II : Semiótica de la cultura, del texto, de la conducta y del espacio -- Vol. III : Semiótica de las artes y de la cultura]
-------	---



Complementary	- Anderson, B. (1983). Imagined Communities. Reflections on the Origin and Spread of Nationalism. London: Verso - Bassel, N. (1991). ?National Literature and Interliterary System?. Poetics Today 12(4), 773-780 - Bertalanffy, L. von (1993). Teoría general de los sistemas: fundamentos, desarrollo, aplicaciones. Madrid: Fondo de Cultura Económica - Dias, Ângela Maria (org.) (1999). A Missão e o Grande Show. Políticas culturais no Brasil dos anos 60 e depois. Rio de Janeiro: Tempo Brasileiro - Gramsci, Antonio (2001). Cadernos do Cárcere. Rio de Janeiro: Civilização Brasileira - Hohendahl, P. H. (1989). Building a National Literature. The Case of Germany, 1830-1870. Cornell University Press: Ithaca and London - Jusdanis, G. (1991). Belated modernity and aesthetic culture: inventing national literature. Minneapolis: University of Minnesota Press - Kiberd, D. (1995). Inventing Ireland. Jonathan Cape: London - Lemieux, V. & Ouimet, M. (2004). L'analyse structurale des réseaux sociaux. Laval (Quebec): Les Presses de l'Université de Laval - Mc Crone, David (et al) (1995). Scotland ? the Brand: The making of Scottish Heritage. Edinburgh: Edinburgh University Press - Moretti, F. (2005). Graphs, Maps, Trees: Abstract Models for a Literary History. London: Verso - Pécaut, Daniel (1990). Os intelectuais e a política no Brasil: entre o povo e a nação. São Paulo: Ática - Rodríguez, J. A. (2005). ?Análisis estructural y de Redes?. Cuadernos Metodológicos 16 - Samartim, Roberto L.I. (2003). ?A Pré-história do Campo Literário?. A Dona do Tempo Antigo. Mulher e campo literário no Renascimento português (1495-1557), Santiago de - Santos, Monserrat Iglesias (ed.) (1999). Teoría de los Polisistemas. Madrid: Arco/Libros - Sela-Sheffy, R. (1990). ?The Concept of Canonicity in Polysystem Theory?. Poetics Today 11(3), 511-522 - Sela-Sheffy, R. (1997). ?Models and Habituses as Hypotheses in Culture Analysis?. Canadian Review of Comparative Literature / Revue Canadienne de Littérature Comparée XXIV(1), 35-47 - Sullà, E. (ed.) (1998). El Canon Literario. Madrid: Arco/Libros - Taibo, Carlos (ed.) (2007). Nacionalismo español: esencias, memoria e instituciones. Madrid: Los Libros de la Catarata - Tato Fontaiña, Laura; Tavares Maleval, M. do Amparo (eds.) (2010). Estudos galego brasileiros 3: lingua, literatura, identidade. Rio de Janeiro / Coruña: UERJ / Universidade da Coruña - Torres Feijó, E. J. (2004). ?Potencialidades na indústria de ideias na Galiza actual para o relacionamento galego-luso-afro-brasileiro?. [Actas do] VIII Congresso Luso Afro Brasileiro de Ciências Sociais, Coimbra: Centro de Estudos Socia - Velázquez Álvarez, A. & Aguilar Gallegos, N. (2005). Manual Introductorio al Análisis de Redes Sociales. Medidas de Centralidad. Ejemplos prácticos con UCINET 6.85 y NETDRAW 1.48. Universidad Bolivariana de Chile: Santiago de Chile
----------------------	--

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

All questions

not explicitly covered in this guide or any doubts regarding the development of the seminar will be clarified by the teacher in his tutorial hours, in the face-to-face sessions or in the e-mail that appears in the corresponding place of this document.



(*)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.