Modelos de interpretación literario-cultural en los países de habla inglesa

Coordinadora
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GUÍA DOCENTE E MATERIAL DIDÁCTICO
2018/2019

MÁSTER INTERUNIVERSITARIO EN ESTUDOS INGLESES AVANZADOS E AS SÚAS APLICACIÓNS

NOMBRE DE LA ASIGNATURA / COURSE NAME

Modelos de interpretación literario-cultural en los países de habla inglesa /
Models of literary and cultural interpretation in English-speaking countries

CRÉDITOS ECTS / CREDITS

3 ECTS credits

CARÁCTER / COURSE TYPE

Compulsory

CUATRIMESTRE /SEMESTER

First semester

REQUISITOS PREVIOS RECOMENDADOS / PREREQUISITES

None

OBJETIVOS / OBJECTIVES

Objectives specific to the contents of this course:

- Students will get acquainted with the main Anglo-American schools of literary criticism in the twentieth and twenty-first centuries.
- Students will get acquainted with the social and ideological context that has given rise to the different approaches to literary theory.
- 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.

COMPETENCIAS / COMPETENCES

BASIC COMPETENCES AS ESTABLISHED BY THE RD 861/2010**:** CB6, CB8, CB9, CB10

GENERAL COMPETENCES OF THIS MASTER'S PROGRAMME: G01, G04, G05, G06, G08

SPECIFIC COMPETENCES OF THIS MASTER'S PROGRAMME: E09, E11, E12, E13

SPECIFIC COMPETENCES OF THIS COURSE:

- To be able to read any text (literary and non-literary) critically.
- To be able to argue for and against particular approaches to the analysis of culture.
- To be aware of how social circumstances affect cultural practices.
- To be conscious of our particular biases in our perception of culture.

CONTENIDOS / CONTENTS

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 Post-Structuralism, 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.

METODOLOGÍA / TEACHING METHODOLOGY

Introductory talks to each school of criticism delivered by the professors.

Daily assignments for the students to present in class and debates in the group on the basis of a number of assigned readings.

Final written paper handed in by students before the deadline proposed by the professors.

This methodology aims at practising both oral and written skills, as well as enhancing both individual and collaborative work.

Debates and oral presentations will pursue the critical understanding of cultural and literary theories as well as open-mindedness and receptiveness to critical approaches different from our own. During the course students will prepare and comment on topics through the course webpage.

The final written paper has as its main objective the proper use of scholarly tools and practices: originality, correct use of bibliographical material and other sources of information, proper presentation of a written essay that follows all the structural and formal academic requirements.

ACTIVIDADES FORMATIVAS / ACADEMIC ACTIVITIES

   a) Total number of hours= 75
   b) Class hours (maximum) = 14;
   c) Virtual platform (maximum) = 10;
   d) Student's individual work= 51

Work in class	Hours	Work through the virtual platform	Hours	Student's individual work	Hours
Professor's introductory talks	2	Search for sources of information	4	Autonomous work and work in group	11
Debates and students' participation	8	Supervising of student's progress by the professor	4	Work at the library, recommended readings, bibliographical searches	20
Tutorials	4	Counselling for students' final written paper	2	Assignments and final written paper	20
Total number of hours in class	**14**	**Total number of hours through the virtual platform**	**10**	**Total number of hours of the student's individual work**	**51**

EVALUACIÓN / ASSESSMENT

Essays may be tested through **Turnitin** in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism of each University (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario) will be applied.

1st Opportunity:

Daily assignments 30%

Participation in debates in class: 20%

Final written paper: 50%

The following aspects will be taken into account for the assessment of this course: Written and oral skills in English, capacity to articulate a hypothesis and its discussion, class attendance and participation in class.

2nd Opportunity:

Students who do not pass in the first opportunity will be able to re-sit in July (UDC, USC) or September (UVigo) —date to be agreed upon with the lecturer(s)— 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.

Exemption from attendance:

The students officially exempted from class attendance will present a final written paper that will count 100 % of the final mark.

BIBLIOGRAFÍA RECOMENDADA / RECOMMENDED BIBLIOGRAPHY

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, Cheryll, and Harold Fromm, Eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens (Georgia): The University of Georgia Press, cop. 1996.

Green, Keith and Jill LeBiham. *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.

OTRA INFORMACIÓN Y/O RECOMENDACIONES / FURTHER INFORMATION

Further information will be provided by the respective professors:

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