



Universidade de Vigo

Perspectivas Transculturales en el Ámbito Anglófono

Susana María Jiménez Placer (USC), coord.

Belén Martín Lucas (UVigo)

Begoña Simal González (UDC)

GUÍA DOCENTE E MATERIAL DIDÁCTICO

2019/2020

MÁSTER INTERUNIVERSITARIO EN ESTUDOS INGLESES AVANZADOS E AS SÚAS APLICACIÓNS

AUTORES: Susana María Jiménez Placer, Belén Martín Lucas, Begoña Simal González. Edición electrónica. 2019

ADVERTENCIA LEGAL: Reservados todos os dereitos. Queda prohibida a duplicación total ou parcial desta obra, en calquera forma ou por calquera medio (electrónico, mecánico, gravación, fotocopia ou outros) sen consentimento expreso por escrito dos autores.

NOMBRE DE LA ASIGNATURA / COURSE NAME

Transcultural perspectives in the English Speaking World

CRÉDITOS ECTS /CREDITS

3 ECTS

CARÁCTER / COURSE TYPE

Compulsory

CUATRIMESTRE / SEMESTER

First semester

REQUISITOS PREVIOS RECOMENDADOS / PREREQUISITES

None

OBJETIVOS / OBJECTIVES

-Development of the students' ability to use the acquired knowledge in the multidisciplinary context of the English Studies

-Development of the students' ability to express in public their experiences, ideas, reports as well as their conclusions taking into account different criteria, external norms or personal reflections, which requires a good command of academic and scientific language both in its written and in its spoken versions.

-Development of the students' ability to do research and use new knowledge and information within the field of English Studies.

-Development of the students' ability to develop a critical attitude that should allow students to reflect on the suitability of both previous research and their own research on the different fields of study that constitute the area of the English Studies.

-Students' learning of the principles, models and resources of literary and cultural research in the English speaking context.

-Development of the ability to identify and analyze the most relevant features of the culture and institutions in the English speaking countries through different kinds of texts from different historical periods.

COMPETENCIAS / COMPETENCIES: CB7, CB8, CB9, G02, G04, G05, G06, E09, E11

- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- G02 - Capacidad para aplicar los conocimientos adquiridos en el entorno multidisciplinar y multifacético de los Estudios Ingleses.
- G04 - Capacidad para presentar en público experiencias, ideas o informes, así como emitir juicios en función de criterios, de normas externas o de reflexiones personales, para lo que será necesario alcanzar un dominio suficiente del lenguaje académico y científico tanto en su vertiente escrita como oral.
- G05 - Habilidades para investigar y manejar nuevos conocimientos e información en el contexto de los Estudios Ingleses.
- G06 - Capacidad para adquirir un espíritu crítico que lleve a los estudiantes a considerar la pertinencia de las investigaciones existentes en las áreas de estudio que conforman los Estudios Ingleses, así como de las suyas propias.
- E09 - Conocimiento de los principios modelos y recursos de investigación literaria/cultural en el ámbito anglófono.
- E11 - Capacidad para identificar y analizar las características más relevantes de la cultura y de las instituciones del ámbito anglófono a través de diversos tipos de textos pertenecientes a diferentes épocas históricas.
- Students should be able to use the acquired knowledge as well as their capacity to deal with different problems in new (or multidisciplinary) contexts related to their field of study.
 - 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.

- 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.

CONTENIDOS / CONTENTS

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.”

1. Trans-cultural approach to the literatures written in English: introduction.
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.

METODOLOGÍA / TEACHING METHODOLOGY

- Classes where the students will be given information about the main theoretical concepts and their literary application.
- Seminars devoted to practical cases.
- Personal online exercises.
- Online tutorials: review of exercises and articles, bibliographic searches, readings, tasks, cooperative work.
- Online debates. / Foros de discusión y debate a través de la plataforma virtual.

ACTIVIDADES FORMATIVAS / ACADEMIC ACTIVITIES

El procedimiento de los con las siguientes variables:

- Total: 75 hours.
- Class work: not more than 14 hours.
- Online work: not more than 10 hours.

Class work	Hours	Online Work	Hours	Student's individual work	Hours

Theory Classes	5	Participation in debates.	4	Personal or group study	11
Interactive classes (seminars, debates, oral presentations, etc.)	7	Activities to test the acquisition of knowledge	4	Writing of essays, conclusions, etc.	20
Tutorials	2	Self-assessment tasks	2	Online activities	20
Total amount of class work time	14	Total amount of on-line work time	10	Total amount of personal work time	51

EVALUACIÓN / ASSESSMENT

FIRST OPPORTUNITY

ESSAY+PRESENTATIONS: 60%

CLASS ATTENDANCE, PARTICIPATION AND (ONLINE/WRITTEN) ACTIVITIES: 40%

STUDENTS MUST GET A MINIMUM SCORE OF 4 OUT OF 10 IN EACH OF THE PREVIOUS ASPECTS

THE STUDENTS WHOSE ATTENDANCE HAS BEEN WAIVED WILL BE ASSESSED EITHER IN JANUARY OR IN JULY, BUT FOLLOWING THE "SECOND OPPORTUNITY" ASSESSMENT SYSTEM

SECOND OPPORTUNITY:

- THEORETICAL+PRACTICAL PAPER ABOUT A SPECIFIC TEXT: 60%

-WRITTEN EXERCISES: 40%

BIBLIOGRAFÍA RECOMENDADA / RECOMMENDED BIBLIOGRAPHY

Al 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 Association, 1982.

Bloom, Harold. *Asian American Women Writers*. Philadelphia: Chelsea House Publishers, 1997.

Brancato, S. (2008). Afro-European Literature(s): A New Discursive Category? *Research in African Literatures* 39(3), 1-13.

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.

Cooper, B. (2008). *A New Generation of African Writers: Migration, Material Culture and Language*. South Africa: University of KwaZulu-Natal Press.

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 Missouri P, 2002.

Fernández Rodríguez, C. (2003). The Thematic Tradition in Black British Literature and Its Poetic Representation. *Revista de Estudios Ingleses* 16. Retrieved from <http://hdl.handle.net/10045/1274>

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 Mino Moallem. Eds. (1999). *Between woman and nation: nationalisms, transnational feminisms, and the state*. Durham, NC: Duke University Press.

Lewis, Simon. (2011). *British and African 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.

López Ropero, L. (2003). *Diaspora: Concept, Context and Its Applications in the Study of New Literatures*. *Revista de Estudios Ingleses* 16. Retrieved from <http://hdl.handle.net/10045/1284>

McCarthy, Cameron & Cathryn Teasley. (2008). *Transnational perspectives on culture, policy, and education: redirecting cultural studies in neoliberal times*. New York: Peter Lang.

McClennen, S. A. (2004). *The Dialectics of Exile: Nation, Time, Language, and Space in Hispanic Literatures*. West Lafayette, IN: Purdue UP.

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 Missouri P, 1989.

Oziblo, Bárbara. *El vínculo poderoso: madres e hijas en la literatura norteamericana*. Granada: Universidad de Granada, 1998.

Pérez Fernández, I. (2009). Representing Third Spaces, Fluid Identities and Contested Spaces in Contemporary British Literature. *Atlantis* 31(2), 143-160.

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.

Said, E. (2003). *Reflections of Exile and Other Essays*. Cambridge: Harvard UP.

Sesay, K. (Ed.). (2005). *Write Black Write British: From Post-Colonial to Black British Literature*. Hertford: Hansib Publications.

Stein, M. (2004). *Black British Literature: Novels of Transformation*. Columbus, OH: The Ohio State UP.

Tervonen, T. (2002). Exploring the Present through the Past. *Djembe Online Magazine* 40(April). Retrieved from www.djembe.dk/no/40/jamal/htm

Tölöyan, K. (1991). The Nation State and Its Others: In Lieu of a Preface. *Diaspora* 1, 3-7.

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.

Zeleva, P. T. (2005). The Politics and Poetics of Exile: Edward Said in Africa. *Research in African Literatures* 36(3), 1-22.

<p>OTRA INFORMACIÓN Y/O RECOMENDACIONES /FURTHER INFORMATION</p>
