



Universidade de Vigo

Materia

Literatura e diversidade cultural no ámbito anglófono

Profesores

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GUÍA DOCENTE E MATERIAL DIDÁCTICO
2021/2022

MÁSTER INTERUNIVERSITARIO EN ESTUDOS INGLESES AVANZADOS E AS SÚAS APLICACIÓNS

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NOMBRE DE LA ASIGNATURA /SUBJECT NAME

Literature and cultural diversity

CRÉDITOS ECTS /CREDITS

3 ECTS credits

CARÁCTER /TYPE OF SUBJECT

Compulsory

CUATRIMESTRE/SEMESTER

2nd semester

REQUISITOS PREVIOS RECOMENDADOS /RECOMMENDED REQUISITES

None

OBJETIVOS / OBJECTIVES

An advanced introduction to the theoretical and historical contexts of the multiculturalism 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 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.

COMPETENCIAS /COMPETENCE

G01, G02, G04, G05, G06, E09, E10, E11

CONTENIDOS / CONTENTS

Advanced study by means of selected literary and theoretical texts of the diverse aspects intrinsic to the constitution of cultural identity within the complex, globally diverse English-speaking world. Transhistorical and transcultural perspectives will enable an exploration of the multiple theoretical and literary approaches that have articulated the current notion of a multicultural English-language literature in its sometimes contradictory diversity (with its transcultural, intercultural and intra-cultural interactions). The plurality of perspectives addresses the need to apply such theoretical and analytical tools to the current state of the English-speaking world in its expansive globalization and proliferating identities.

METODOLOGÍA / TEACHING METHODOLOGY

In order to acquire the theoretical and critical skills essential to the course, the following activities will be undertaken throughout the course in accord with the students' work schedule:

- 1) Introductory sessions: activities concerned with the presentation of the course and the organization of the students' independent research and work during the course. This will take place during the first week of the course.
- 2) Lecture sessions: presentation of the theoretical contents of the course.
- 3) Seminars: teacher-led discussion sessions focusing on specific thematic and theoretical aspects of the set readings.
- 4) Group tutorials: short sessions devoted to the organization of learning tasks, work assignment, problem solving, review of theoretical notions, clearing up of doubts concerning methodological questions and supervision of the assigned work, both written work and oral presentations.
- 5) Class work: debate and discussion of the set primary texts under the supervision of the teacher. The students should develop the capacity to employ the theoretical notions acquired in other sessions to the critical analysis of the chosen texts.
- 6) Presentations: oral presentations by the students of their individual research on specific aspects of their course work. The subject of their presentations will be decided in consultation with the teacher.

Previous to all sessions, students must have read all set texts, both primary texts that will be the focus of intensive analysis in class and the complementary critical and theoretical readings which will provide a framework for that literary-critical analysis. All set work for class sessions such as presentations and other activities must be prepared according to the course schedule.

ACTIVIDADES FORMATIVAS / ACADEMIC ACTIVITIES

Organization of the workload is based on the following distribution of time:

- a) Total number of hours= 75
- b) Maximum number of hours for in-class work = 14;
- c) Maximum number of hours to be assigned for online activities = 10;
- d) Student's independent study = 51

e) Class sessions	f) Hours	g) Online work	h) Hours	i) Independent study	j) Hours
k) Lecture sessions	l) 5	m) Participation in forums and debates	n) 4	o) Independent individual or group study	p) 11

q) Classes with intensive student participation (seminars, debates, presentations, etc.)	r) 7	s) Guided reading activities	t) 4	u) Written exercises, reviews and other work derived from the course matter.	v) 20
w) Tutorials	x) 2	y) Self-assessment tasks.	z) 2	aa) Library research, recommended readings, bibliographical searches, etc.	bb) 20
cc) Total hours of work in class	dd) 14	ee) Total hours of online work	ff) 10	gg) Total hours of independent work by student	hh) 51

EVALUACIÓN / ASSESSMENT

Assessment procedures regulated by the Real Decreto of 2003 concerned with grading within the Spanish university system.

Class participation 40%: Intensive and thoughtful participation required in all class discussions, demonstrating that one has read and worked upon the set texts, primary and secondary, and has engaged with them critically and creatively. Class presentations in English with clearly structured argument and critical engagement with texts will be required, about topics chosen by the student beforehand in consultation with the teacher. Suggested length: 15 minutes at most, facilitating discussion amongst the seminar members afterwards.

Paper (written or presented orally) 60%: Critical and creative analysis of a chosen text or texts, employing the concepts and theorizations explored during the seminar sessions. Proper expression and essay structure in English as well as originality of thought is essential.

Second chance: the same criteria and the same percentages will apply.

Students with official attendance waiver will be required to submit two essays.

BIBLIOGRAFÍA RECOMENDADA / RECOMMENDED BIBLIOGRAPHY

The following is a set of recommended readings, from among which a more specific set of required readings shall be specified by the teacher for use in class.

Bak, Hans, ed. *Multiculturalism and the Canon of American Culture*. Amsterdam: VU University Press, 1993.

Goldberg, David Theo, ed. *Multiculturalism: A Critical Reader*. Oxford: Basil Blackwell, 1994.

Michaels, Walter Benn. *The Trouble with Diversity: How We Learned to Love Identity and Ignore Inequality*. New York: Henry Holt, 2006.

Lee, A. Robert. *Multicultural American Literature: Comparative Black, Native, Latino/a and Asian American Fictions*. University Press of Mississippi, 2003.

Manzanas, Ana M^a & Jesús Benito. *Cities, Borders, and Spaces in Intercultural American Literature and Film*. New York: Routledge, 2011.

Omer-Sheman, Ranen. *Diaspora and Zionism in Jewish American Literature*. Brandeis UP, 2002.

Taylor, Charles. *Multiculturalism and "The Politics of Recognition": An Essay with Commentary*. Princeton, NJ: Princeton University Press, 1992.

Wade, Stephen. *Jewish American Literature since 1945. An Introduction*. Edinburgh UP, 1999.

Wisse, Ruth. *The Modern Jewish Canon. A Journey through Language and Culture*. U of Chicago P, 2003.

[Websites Multiculturalism: Post World War II American Literature and Culture Database](#)

<http://english.berkeley.edu/Postwar/multiculti.html>

[Multiculturalism: Stanford Encyclopedia of Philosophy](#)

<http://plato.stanford.edu/entries/multiculturalism/>

OTRA INFORMACIÓN Y/O RECOMENDACIONES /FURTHER INFORMATION
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Primary readings for the course will be comprised of selected texts of contemporary narrative of the United States and/or other English-speaking countries. Students will be informed of the reading list several months in advance of the beginning of the course so that they may acquire the texts beforehand.