

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **VANGUARDIA Y EXPERIMENTACIÓN**

Code: 100564

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 4

Name of the module to which it belongs: LITERATURA Y CULTURA DE LOS PAÍSES DE HABLA INGLESA

Field: LITERATURA Y CULTURA DE LOS PAÍSES DE HABLA INGLESA

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: moodle

LECTURER INFORMATION

Name: COSTA PALACIOS, LUIS (Coordinador)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

INTENDED LEARNING OUTCOMES

- CB1 Ability for analysis and synthesis.
- CB2 Ability for organization and scheduling of work.
- CB3 Knowledge of the foreign language (English).
- CB4 Knowledge of ICT for study and research.
- CB5 Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
- CB6 Students must transmit information, ideas, problems and answers to both specialised and not specialised publics.
- CB7 Decision making.
- CB8 Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
- CB9 Ability for teamwork.
- CB10 Ability to work in a team with interdisciplinary character.
- CB11 Ability to work in an international context.

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CB12	The acknowledgement of diversity and interculturality.
CB13	Ability to self-assessment.
CB14	Adaptation to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and habits.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students must demonstrate to possess and understand knowledge in a field of study which takes place from the base of the general secondary school, and it is common to find a level that, albeit it relies on advanced text books, also includes some aspects which imply knowledge from the forefront of its field of study.
CB19	Students must develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CU3	To increase the habits of an active searching for employment and the capacity of entrepreneurship.
CE12	Analysis, commentary and explanation of the texts in English from different registers, types, genres and historical periods.
CE13	Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
CE17	Ability for the search and analysis of documentary and textual information in relation to literature and other cultural manifestations in English language; use of bibliographical databases.
CE18	Ability to apply necessary analytic techniques for comprehension and critical readings of literary texts in English language.
CE20	Ability for writing literary analysis works and critical reviews, in relation to literary texts written in English language.
CE23	Knowledge of techniques and methods to practise textual critique and editing of texts in relation to texts written in English language.
CE27	Participation in group learning activities: assignments, studies.
CE28	Participation in learning forums and transfer of acquired knowledge: news groups, blogs.
CE29	Analysis of the conditionings related to the use of language in situation that affect the final shape adopted by the text, in its oral and written aspect.
CE33	Ability to develop critical and autonomous thought through reading and analysis of literary texts and other cultural demonstrations in English language.
CE34	Ability to evaluate critically a consulted bibliography and frame it in a theoretical perspective.
CE35	Ability to design and elaborate formative and self learning material in relationship with disciplinary contents of the module.
CE36	Ability to find a new expressive form in literature in its amplest aspects.
CE37	Ability to relate the different literary manifestations in English language with cultural facts.
CE38	Ability for literary discussion and oral presentaiton, in English language.
CE44	Ability to summarize, organise, manipulate and transmit efficiently the knowledge aquired in the different modules.
CE45	Acceptance of other critical thought differing from the one adopted by the students.
CE51	Ability to distinguish between different theoretical/critical approaches of the same problem.

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CE52 Ability to identify problems and research themes and evaluate their relevance.

OBJECTIVES

This course provides an in-depth study of several masterpieces embodying the early 20th-Century Anglo-American avant-garde. After examining the genealogy of literary experimentation in English and tracing it back to Sterne's emblematic novel, which will be analysed in full, we will scrutinize the field of high modernism and postmodernism and proceed to a careful reading of *Ulysses*, *The Cantos* (in Pound's own selection), and Beckett's postmodernist fiction.

CONTENT

1. Theory contents

- 1.- Artistic Avant-garde and Experimental Literature.
- 2.- Back to the Future: Laurence Sterne Narrative, Realism and the Novel Finding a Form.
3. Modernism and the European Avant-garde: The Achievement of James Joyce
4. Ezra Pound's transformative Classicism
5. The shift from Modernism to Postmodernism: Samuel Beckett's fiction. Malone Dies

2. Practical contents

Detailed Reading and Analysis of the following texts:

1. Laurence Sterne, *Tristram Shandy* (Oxford's World Classics).
2. James Joyce, *Ulysses* (Oxford World's Classics).
3. Ezra Pound, *Selected Cantos* (Faber).
4. Samuel Beckett, *Malone Dies*, in *Three Novels* (Grove Press)

Students should obtain copies of the said editions at their earliest convenience and, if at all possible, start reading them before the actual course begins. All the paperback editions indicated in the list, remains eminently affordable

METHODOLOGY

General clarifications on the methodology (optional)

Lectures will essentially be aimed at the larger group. Textual commentaries and other activities with increased student participation will be tackled in the smaller groups. These activities **MUST** be complemented by a thorough reading of the documents available in the moodle platform relevant to each topic in the syllabus.

It should be noted in any event that plagiarism is a most serious academic offense and students cannot pledge ignorance about its unacceptability. It becomes a fact whenever a person presents someone else's work as his or her own.

Plagiarism may consist in cutting and pasting passages from downloadable sources, in copying fragments from printed texts or in failing to cite an author for ideas appropriated for a piece of research.

Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students will basically enjoy the same status as full-time students, with the necessary legal adjustments. The specific working load of the latter will depend on the objective input provided by their individual circumstances, to the effect of eventually reaching a fair balance with the rest of the students.

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These students are asked to get in touch with the teacher during the first three weeks of the semester.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	5	-	5
<i>Group presentation</i>	5	5	10
<i>Lectures</i>	30	-	30
<i>Text analysis</i>	5	10	15
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Analysis</i>	10
<i>Information search</i>	20
<i>Reference search</i>	20
<i>Self-study</i>	40
Total hours	90

WORK MATERIALS FOR STUDENTS

Case studies - *Sample texts from the reading texts*

Dossier - *Moodle*

Oral presentations - *Specific materia lprovided by the teacher*

References - *Specific Bibliography*

EVALUATION

Intended learnig	Exams	Oral Presentation	Text commentary
<i>CB1</i>	X		
<i>CB10</i>	X		
<i>CB11</i>	X	X	X
<i>CB12</i>	X		
<i>CB13</i>	X		

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Intended learnig	Exams	Oral Presentation	Text commentary
CB14		X	
CB15	X		X
CB16	X		
CB17	X		
CB18		X	
CB19	X		
CB2			X
CB3	X	X	
CB4	X		
CB5	X	X	
CB6			X
CB7	X		
CB8		X	
CB9	X		X
CE12			X
CE13	X		
CE17		X	
CE18		X	
CE20	X		
CE23	X		X
CE27		X	
CE28	X		
CE29		X	
CE33	X		
CE34		X	
CE35	X		
CE36			X
CE37	X		
CE38	X		

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Intended learnig	Exams	Oral Presentation	Text commentary
CE44			X
CE45	X		
CE51	X		
CE52		X	
CU1	X		
CU2		X	
CU3	X		
Total (100%)	40%	30%	30%
Minimum grade	5	5	5

(*)Minimum grade necessary to pass the course

Method of assessment of attendance:

Students must reach a resonable ratio of attendance.
10% bonus on final grade with full class attendance.

General clarifications on instruments for evaluation:

Writing and oral skills for the analysis of texts will be of utmost importance

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students will basically enjoy the same status as full-time students, with the necessary legal adjustments. The specific working load of the latter will depend on the objetive input provided by their individual circumstances, to the effect of eventually reaching a fair balance with the rest of the students. Students who cannot attend regularly should contact the teacher during the first three weeks.

Qualifying criteria for obtaining honors:

Highest overall grade and demonstrable excellence.

BIBLIOGRAPHY

1. Basic Bibliography

http://www1.gifu-u.ac.jp/~masaru/Sterne_on_the_Net.htm

<http://andromeda.rutgers.edu/~jlynch/Biblio/shandy.html>

Bradbury, Malcolm and McFarlane, James (eds) (1991), *Modernism: A Guide to European Literature 1890-1930*, (London: Penguin)

<http://www.columbia.edu/~fms5/ulysses.htm>

Hugh Kenner, *The Pound Era* (Faber).



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INFORMACIÓN SOBRE TITULACIONES
DE LA UNIVERSIDAD DE CORDOBA

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Hugh Kenner, *Joyce's Voices* (University of California Press).

<http://www.youtube.com/watch?v=9oDLbjZTh4w>

http://www.youtube.com/watch?v=5F_zwFhjdW8

Bob Perelman, *The Trouble with Genius: Reading Pound, Joyce, Stein, and Zukofsky* (University of California Press).

William Cookson, *A Guide to the Cantos of Ezra Pound* (Anvil).

<http://epc.buffalo.edu/authors/pound/>

<http://www.youtube.com/watch?v=D3IpkOZjyVw>

Kenner, Hugh (1973), *A Reader's Guide to Samuel Beckett*, (London: Farrar, Strauss and Giroux)

Pilling, John (1976), *Samuel Beckett*, (London: Routledge and Kegan Paul)

2. Further reading

Further sources will be provided in class on demand.

COORDINATION CRITERIA

SCHEDULE

Period	Assessment activities	Group presentation	Lectures	Text analysis
1# Fortnight	0.0	0.0	5.0	0.0
2# Fortnight	2.0	2.0	5.0	5.0
3# Fortnight	0.0	2.0	5.0	0.0
4# Fortnight	0.0	2.0	5.0	5.0
5# Fortnight	2.0	2.0	0.0	0.0
6# Fortnight	0.0	2.0	5.0	0.0
7# Fortnight	0.0	0.0	5.0	5.0
8# Fortnight	1.0	0.0	0.0	0.0
Total hours:	5.0	10.0	30.0	15.0

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.