

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **ÚLTIMAS LITERATURAS EN INGLÉS 1: EUROPA**

Code: 100574

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

Year: 3

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

Field: **LITERATURA EN LENGUA INGLESA**

Character: **OPTATIVA**

Duration: **FIRST TERM**

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: uco.es/moodle

LECTURER INFORMATION

Name: MARTÍN SALVÁN, PAULA (Coordinator)

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.

COURSE DESCRIPTION

INTENDED LEARNING OUTCOMES

CB1	Capable of analysis and synthesis.
CB2	Capable of organisation and planning.
CB3	Knowledge of a foreign language (English).
CB4	Knowledge of ICTs for study and research.
CB5	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
CB6	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
CB7	Decision making
CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB9	Ability to work in teams.
CB10	Ability to work in an interdisciplinary team.
CB11	Ability to work in an international context.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CU3	Promote habits to actively seek employment and the Capable of entrepreneurship.
CE12	Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE17	Ability to search for and analyse documentary and textual information in relation to literature and other cultural manifestations in the English language, use of bibliographic databases
CE18	Ability to apply the necessary methods of analysis for the understanding and critical reading of literary texts in the English language.
CE20	Ability to write literary analyses and critical reviews in relation to literary texts written in the English language.
CE23	Knowledge of the techniques and methods of textual criticism and editing texts in relation to written texts in the English language.

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CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.
CE36	Ability to discover literature as an expressive form in its broadest scope.
CE37	Ability to relate various literary manifestations in the English language with cultural events.
CE38	Capable of literary discussion and oral exposition in the English language.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.

OBJECTIVES

- Adquisition and understanding of specialized knowledge in the history and evolution of the literature written in English from the 40s of the past century to the present.
- Development of theoretical skills for the analysis and discussion of literary texts.
- Application of the theoretical models, terminology and analytical tools acquired in other Literature courses (Narrative Forms, How to Read a Literary Text..) to the study and analysis of the literary works included in this syllabus.

CONTENT

1. Theory contents

1.- Post-War, Anger and After. 1940s and 1950s. (3 weeks)

a) Prose: S. Beckett, K. Amis, W. Golding, J.R.R. Tolkien, G. Greene, C. S. Lewis, G. Orwell, M. Lowry, Elizabeth Bowen.

b) Drama: S. Beckett, John Osborne, J. Arden, A. Wesker, T. Rattigan.

c) Poetry: Philip Larkin and the Movement. R. Graves, D. Thomas, W. H. Auden.

Study text: **William Golding, *Lord of the Flies*** (1954)

2.- The Voice of Women. 1960-70s. (3 weeks).

a) Prose: A. Burgess, I. Murdoch, J. Fowles, A. Carter, F. Weldon, M. Drabble, A. S. Byatt.

b) Drama: H. Pinter, T. Stoppard, S. Beckett, J. Orton.

c) Poetry: Ted Hughes, Sylvia Plath, Geoffrey Hill, Seamus Heaney.

Study text: **Angela Carter, *The Bloody Chamber and Other Stories*** (1979)

3.- M. Thatcher and Post- Modernism. 1980s (3weeks).

a) Prose: D. Lodge, M. Bradbury, M. Amis, J. Winterson.

b) Drama: D. Hare, C. Churchill, T. Stoppard.

c) Poetry: C. Raine, Ch. Reid, J. Fenton, A. Motion.



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Study text: **Jeanette Winterson, *Written on the Body*** (1992)

4.- Towards the Millennium: 1990s (3weeks).

- a) Prose: I. McEwan, G. Swift, J. Barnes, J. Banville, J. Coe, N. Hornby. P. Barker, I. Welsh.
- b) Drama: "In-er-face theatre": S. Gray, S. Kane, M. Ravenhill, M. McDonagh. J. Butterworth, J. Penhall.
- c) Poetry: Carol Ann Duffy, Carol Rumens, Sally Minogue

Study text: **Tom Stoppard, *Arcadia*** (1993).

5.- Global Britain. 2000s (3 weeks).

- a) Prose: K. Ishiguro, H. Kunzru, Zadie Smith, Ali Smith, H. Kureishi, D. Mitchell, H. Mantel, Monica Ali.
- b) Drama: Lucy Prebble, Jez Butterworth, Kwame Kwei-Armah, Simon Stephens, Debbie Tucker Green.
- c) Poetry: Jackie Kay, Eavan Boland, Kathleen Jamie, Benjamin Zephaniah.

Study text: **Kazuo Ishiguro, *Never Let Me Go*** (2005)

2. Practical contents

Seminars and discussion of texts:

1. William Golding, *Lord of the Flies*.
2. Angela Carter, "The Werewolf" and "In the Company of Wolves" from *The Bloody Chamber*.
3. Jeanette Winterson, *Written on the Body* (excerpts).
4. Tom Stoppard, *Arcadia*.
5. Kazuo Ishiguro, *Never Let Me Go*.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Gender equality

METHODOLOGY

General clarifications on the methodology (optional)

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 are required to get in touch with the teacher during the first three weeks of the first semester in order to plan an alternative schedule of academic activities.

Methodological adaptations for students with special needs will be planned in cooperation with the UNEI (Unidad de educación inclusiva), as required.

COURSE DESCRIPTION

Face-to-face activities

Activity	Large group	Medium group	Total
Lectures	21	-	21
Presentation	2	-	2
Seminar	-	15	15
Text analysis	22	-	22
Total hours:	45	15	60

Off-site activities

Activity	Total
Information search	20
Reading	40
Self-study	30
Total hours	90

WORK MATERIALS FOR STUDENTS

Dossier - uco.es/moodle

Handouts/presentations - uco.es/moodle

Clarifications

Students should obtain copies of the texts included as compulsory readings at their earliest convenience and, if at all possible, start reading them before the actual course begins.

For each unit, relevant academic articles and other additional resources will be available in moodle.

EVALUATION

Intended learning	Document Analysis	Exams	Text commentary
CB1	X	X	X
CB10	X		
CB11	X		
CB12	X		

COURSE DESCRIPTION

Intended learning	Document Analysis	Exams	Text commentary
CB13	X		
CB14			X
CB15			X
CB16	X	X	X
CB17			X
CB18		X	
CB19		X	
CB2			X
CB3		X	X
CB4			X
CB5			X
CB6	X		
CB7			X
CB8		X	
CB9	X		
CE12	X	X	X
CE13		X	X
CE17			X
CE18		X	X
CE20			X
CE23			X
CE27	X		
CE28	X		
CE29		X	X
CE33	X	X	X
CE34		X	X
CE35		X	X
CE36	X		X
CE37	X	X	X

COURSE DESCRIPTION

Intended learning	Document Analysis	Exams	Text commentary
CE38	X		
CE44		X	X
CE45	X		
CE51		X	X
CE52			X
CU1		X	X
CU2			X
CU3	X		
Total (100%)	25%	50%	25%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Document analysis will be carried out as on-site discussion in small group sessions and online through the Moodle forum tool. (25% of final grade).

Text commentary will be done as an assignment to be completed before the semester ends, to be handled as a Moodle Task. Students will develop a particular argument, around a specific topic, motif or concept. (25% of final grade).

The exam will take place on the date assigned by the administration, and will consist in a detailed and critical analysis of one or several of the texts discussed in class. The student will have to engage with theoretical, critical, cultural, historical and political issues and questions of literary tradition and influence (50% of final grade).

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

Part-time students should contact the Professor at the beginning of the semester to specify the details regarding assessment. Adaptations for students with special needs will be designed under the supervision of the UNEI.

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

In these extraordinary periods, Text commentary and Exam will be the only assessment tools to be used (50% of total grade for each).

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Qualifying criteria for obtaining honors:

Matrícula de Honor will be given to 5% of the students with the highest grades (with a minimum of 9 as a global grade), according to UCO regulations.

BIBLIOGRAPHY

1. Basic Bibliography

Primary sources:

Carter, Angela. *The Bloody Chamber and Other Stories*. Penguin, 1995.
 Golding, William. *Lord of the Flies*. Faber & Faber, 2011.
 Ishiguro, Kazuo. *Never Let Me Go*. Faber & Faber, 2010.
 Stoppard, Tom. *Arcadia*. Samuel French, 2011.
 Winterson, Jeanette. *Written on the Body*. Random House, 2014.

Secondary sources:

Acheson, James & Romana Huk, (1996), *Contemporary British Poetry: Essays in Theory and Criticism*, State University of New York Press.
 Angelaki, Vicky: *Social and Political Theatre in 21st-Century Britain: Staging Crisis*. Methuen, 2017.
 Barry, Peter, (2001), *Contemporary British Poetry and the City*, Manchester University Press
 Bentley, Nick, (2008) *Contemporary British Fiction*, Edinburgh Critical Studies.
 Bigsby, Christopher, (1981), *Contemporary English Drama*, Edward Arnold.
 Bock, Hedwig & Albert Wertheim (eds.), (1981) *Essays on Contemporary British Drama*, Hueber.
 Bradford, Richard, (2007), *The Novel Now: Contemporary British Fiction*, Blackwell.
 Brown, John Russell (ed.), (1962), *Contemporary Theatre*, Edward Arnold.
 Childs, Peter, *Contemporary Novelists: British Fiction 1970-2003*, Palgrave MacMillan.
 D'Haen, Theo, (1994), *British Postmodern Fiction*, Rodopi.
 English, James F., (2006), *A Concise Companion to Contemporary British Fiction*, Blackwell.
 Falci, Eric. *The Cambridge Introduction to British Poetry, 1945-2010*. Cambridge, 2015.
 Hayman, Ronald, (1979), *British Theatre Since 1955: A Reassessment*, O. U. P.
 James, David. *The Cambridge Companion to British Fiction Since 1945*. Cambridge: Cambridge University Press, 2015
 Lane, R, Mengham, R. & Philip Tew, (eds.), (2003), *Contemporary British Fiction*, Polity.
 Larrissy, Edward. *The Cambridge Companion to British Poetry, 1945-2010*. Cambridge: Cambridge University Press, 2016.
 Morrison, Blake, (1999), *The Penguin Book of Contemporary British Poetry*, Penguin.
 Paterson, Don & Charles Simic, (2004), *New British Poetry*, Graywolf Press. Ramazani, J.,
 Ellman, R. & Robert O'Clair (eds.) (2003), *The Norton Anthology of Modern and Contemporary British Poetry*.
 Rebellato, Dan, (1999), *1956 and All That: The Making of Modern British Drama*, Routledge.
 Robinson, Peter, ed. *The Oxford Handbook of Contemporary British and Irish Poetry*. Oxford, 2013.
 Sierz, Aleks, (2001), *In-er-face Theatre: British Drama Today*, Faber.
 Sierz, Aleks, (2011), *Rewriting the Nation: British Theatre today*, Methuen.
 Sierz, Aleks, (2012), *Modern British Playwriting: the 90s Voices*, Methuen.
 Taylor, John Russell, (1978), *The Second Wave*, Methuen.
 Taylor, John Russell, (1963), *Anger and After*, Methuen. Tew, Philip, (2007), *The Contemporary British Novel*, Continuum.
 Tew, Philip, (2007), *The Contemporary British Novel*, Continuum
 Thwaite, Anthony, (1985), *Poetry today: A Critical Guide To British Poetry, 1960-84*. Longman.
 Trussler, Simon (ed.), (1981), *New Theatre Voices of the Seventies*, Methuen.
 Wu, Duncan, (2000), *Making Plays: Interviews with Contemporary British Dramatists and Directors*. Palgrave

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MacMillan.

2. Further reading

Denison, Patricia D. (ed), (1997), John Osborne: A Casebook, Taylor & Francis.

Easton, Alison (ed.) (2000), Angela Carter, Macmillan.

Fleming, John, (2001), Stoppard's Theatre: Finding Order Amid Chaos, electronic resource UCO.

Fussell, Paul, (1994), The Anti-Egotist: Kingsley Amis, Man of Letters, O. U. P.

Gamble, Sarah (ed), (2003), The Fiction of Angela Carter, Palgrave Macmillan.

Gauthier, Jim, (2009), Narrative Desire and Historical Reparations: A. S. Byatt, Ian McEwan, Salman Rushdie, Routledge.

Goldstone, Herbert, (1982), Coping with Vulnerability: The Achievement of John Osborne, University Press of America.

Groes, Sebastian, (ed.), (2009), Ian McEwan, electronic resource UCO. Hart, Henry, (1993), Seamus Heaney: Poet of Contrary Progressions, Syracuse University Press.

Hayman, Ronald, (1972) John Osborne, Ungar.

Head, Dominic, (2007), Ian McEwan, University of Manchester Press.

Heilpern, John, (2007), John Osborne: The Many Lives of the Angry Young Man, Alfred A. Knopf.

Hu, Stephen, (1989), Tom Stoppard's Stagecraft, Peter Lang.

Jenkins, Anthony, (1990), The Theatre of Tom Stoppard, C.U.P.

Kelly, Katherine E., (2002), The Cambridge Companion to Tom Stoppard, C. U. P.

Keulks, Gavin, (2003), Father and Son: Kingsley Amis, Martin Amis, and the British Novel since 1950, (electronic resource UCO)

López, Gemma, (2007), Seductions in Narrative: Subjectivity and Desire in the Works of Angela Carter and Jeanette Winterson, Cambria.

Morrison, Blake, (1987), Seamus Heaney, Methuen.

Motion, Andrew, (1988), Philip Larkin, Routledge.

O'Donoghue, Bernard, (1994), Seamus Heaney and the Language of Poetry, Harvester W.

Palmer, Richard, (2008), Such Deliberate Disguises: the Art of Philip Larkin, electronic resource UCO. Peach, Linden, (2009), Angela Carter, Palgrave Macmillan.

Regan, Stephen, (1992), Philip Larkin, Macmillan.

Roemer, Danielle M & Bacchilega (eds.) (2001), Angela Carter and the Fairy Tale, University of Wayne State.

Salwak, D. (ed.), (1989), Philip Larkin: The Man and his Work, Macmillan.

Sierz, Aleks, (2011), John Osborne's Look Back in Anger, electronic resource UCO.

Swarbrick, Andrew, (1990), The Less Deceived and the Whitsun Weddings by Philip Larkin, Macmillan.

COORDINATION CRITERIA

Common learning outcomes
Tasks deadlines

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.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.



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METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

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.

EVALUATION

Intended learning	Document Analysis	Exams	Text commentary
CB1	X	X	X
CB10	X		
CB11	X		
CB12	X		
CB13	X		
CB14			X
CB15			X
CB16	X	X	X
CB17			X
CB18		X	
CB19		X	
CB2			X
CB3		X	X
CB4			X
CB5			X
CB6	X		
CB7			X

COURSE DESCRIPTION

Intended learning	Document Analysis	Exams	Text commentary
CB8		X	
CB9	X		
CE12	X	X	X
CE13		X	X
CE17			X
CE18		X	X
CE20			X
CE23			X
CE27	X		
CE28	X		
CE29		X	X
CE33	X	X	X
CE34		X	X
CE35		X	X
CE36	X		X
CE37	X	X	X
CE38	X		
CE44		X	X
CE45	X		
CE51		X	X
CE52			X
CU1		X	X
CU2			X
CU3	X		
Total (100%)	20%	40%	40%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance (Scenario A):

10% bonus on final grade with full class attendance, either on site or via synchronous BB Collaborate sessions.

COURSE DESCRIPTION

General clarifications on instruments for evaluation (Scenario A):

Document analysis will be carried out as on-site discussion in small group sessions and off-site through the Moodle forum tool (20% of final grade).

Text commentary will be done as an assignment to be completed before the semester ends, to be handled as a Moodle Task (40% of final grade).

The exam will take place on the date assigned by the administration, and will consist in the analysis of passages from the texts included in the compulsory reading list (40% of final grade).

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

Part-time students should contact the Professor at the beginning of the semester to specify the details regarding assessment. Adaptations for students with special needs will be designed under the supervision of the UNEI.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

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.

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EVALUATION

Intended learnig	Document Analysis	Exams	Text commentary
CB1	X	X	X
CB10	X		
CB11	X		
CB12	X		
CB13	X		
CB14			X
CB15			X
CB16	X	X	X
CB17			X
CB18		X	
CB19		X	
CB2			X
CB3		X	X
CB4			X
CB5			X
CB6	X		
CB7			X
CB8		X	
CB9	X		
CE12	X	X	X
CE13		X	X
CE17			X
CE18		X	X
CE20			X
CE23			X
CE27	X		
CE28	X		
CE29		X	X

COURSE DESCRIPTION

Intended learnig	Document Analysis	Exams	Text commentary
CE33	X	X	X
CE34		X	X
CE35		X	X
CE36	X		X
CE37	X	X	X
CE38	X		
CE44		X	X
CE45	X		
CE51		X	X
CE52			X
CU1		X	X
CU2			X
CU3	X		
Total (100%)	20%	40%	40%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Análisis de documentos	Comentarios de texto	Exámenes
Foro	X		
Pruebas simultáneas por videoconferencia			X
Tarea		X	
Videoconferencia	X		

Method of assessment of attendance (Scenario B):

10% bonus on final grade with full class attendance, via synchronous BB Collaborate sessions.

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General clarifications on instruments for evaluation (Scenario B):

Document analysis will be carried out as through the Moodle forum tool and during the BB Collaborate synchronous sessions (20% of final grade).

Text commentary will be done as an assignment to be completed before the semester ends, to be handled as a Moodle Task (40% of final grade).

The exam will take place online, via BB Collaboate, on the date assigned by the administration, and will consist in the analysis of passages from the texts included in the compulsory reading list. The exam will be handled as a Task on Moodle (40% of final grade).

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

Part-time students should contact the Professor at the beginning of the semester to specify the details regarding assessment. Adaptations for students with special needs will be designed under the supervision of the UNEI.