

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **EXPRESIONES CULTURALES CONTEMPORÁNEAS**

Code: 100561

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: <https://www.uco.es/moodle>

### LECTURER INFORMATION

Name: GÁMEZ FERNÁNDEZ, CRISTINA MARÍA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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Phone: 000000000

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

Students enrolled in this course should have at least a B2 level in English.

## COURSE DESCRIPTION

### INTENDED LEARNING OUTCOMES

CB1	Ability for analysis and synthesis.
CB10	Ability to work in a team with interdisciplinary character.
CB11	Ability to work in an international context.
CB12	The acknowledgement of diversity and interculturality.
CB12	The acknowledgement of diversity and interculturality.
CB13	Ability to self-assessment.
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.
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.
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.
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.
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.
CE24	Identification, classification, explanation and assessment of the different linguistic functions concerning units, relations and processes.

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CE25	Ability for the phonetic-phonological, morph-syntactic, semantic and discursive analysis of the 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 acquired 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.
CE52	Ability to identify problems and research themes and evaluate their relevance.
CE8	Ability to respect the diversity and interculturality resulting from the exposure to different linguistic and cultural varieties related to English.
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.

## OBJECTIVES

1. Become familiar with the academic field of Cultural Studies.
2. Study the concepts, theoretical tools and terminology necessary for the analysis of cultural forms.
3. Apply information about the historical, socio-political and economic context of contemporary culture.
4. Approach contemporary culture in English-speaking countries in wide variety of formats, such as textual, audiovisual and digital.
5. Analyze the formal, discursive and ideological features of such cultural expressions.
6. Critically connect cultural forms produced in a wide array of contexts (social, economic, ideological, or national, among others).

## CONTENT

### 1. Theory contents

**Unit 1: Introduction: towards a definition of the concept**

**Unit 2: *Coming to terms* with cultural studies**

**Unit 3: Identities and subjectivities**

**Unit 4: Glocal communities**

**Unit 5: Problematising time and space in contemporary cultures**

**Unit 6: Human Rights, slow justice and precarity**



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### 2. Practical contents

Analysis of a varied, selected corpus of contemporary cultural expressions, ranging from artistic areas such as graffiti, photography, music, TV series or comics.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

No poverty  
 Good health and well-being  
 Quality education  
 Gender equality  
 Affordable and clean energy  
 Decent work and economic growth  
 Industry, innovation and infrastructure  
 Reduced inequalities  
 Sustainable cities and communities  
 Climate action  
 Peace, justice and strong institutions

## METHODOLOGY

### General clarifications on the methodology (optional)

Lessons, conducted in English, will consist of the presentation of selected cultural theories and products on the part of the lecturer, so that students employ them critically to participate in debates and interactive activities in which they explore the different theories covered and their application to cultural products in English-speaking contexts.

This course requires thus the active involvement of students into the lessons for they will provide them with the opportunity to develop the skills and capacities necessary to carry out evaluation tasks successfully.

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

Students **officially** enrolled as **part-time students and students with disabilities or special needs** will contact the lecturer within the first two weeks of the course to inform her of their situation. The lecturer will guarantee the access of **students with disabilities or with special educational needs** to the course through the necessary methodological and evaluative adaptations. For all cases, a specific course of action will be established depending on the nature of each particular case as long as the situation is informed early.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Debates</i>	5	-	5
<i>Group work (cooperative )</i>	-	7	7
<i>Lectures</i>	15	-	15
<i>Seminar</i>	-	8	8
<i>Text analysis</i>	10	-	10

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Activity	Large group	Medium group	Total
<i>Text commentary</i>	10	-	10
<i>Tutorials</i>	5	-	5
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

## Off-site activities

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

## WORK MATERIALS FOR STUDENTS

Exercises and activities

Presentation slides

References

## Clarifications

Students will have at their disposal the materials created by the lecturer for the course and employed during teaching sessions.

## EVALUATION

Intended learning	Debate	Essay	Exams	Problem solving
<i>CB1</i>	X	X	X	X
<i>CB10</i>	X	X	X	X
<i>CB11</i>	X	X	X	X
<i>CB12</i>	X	X	X	X
<i>CB13</i>	X	X	X	X
<i>CB14</i>	X	X	X	X
<i>CB15</i>	X	X	X	X

## COURSE DESCRIPTION

Intended learning	Debate	Essay	Exams	Problem solving
CB16	X	X	X	X
CB17	X	X	X	X
CB18	X	X	X	X
CB19	X	X	X	X
CB2	X	X	X	X
CB3	X	X	X	X
CB4	X	X	X	X
CB5	X	X	X	X
CB6	X	X	X	X
CB7	X	X	X	X
CB8	X	X	X	X
CB9	X	X	X	X
CE20	X	X	X	X
CE23	X	X	X	X
CE24	X	X	X	X
CE25	X	X	X	X
CE27	X	X	X	X
CE28	X	X	X	X
CE29	X	X	X	X
CE33	X	X	X	X
CE34	X	X	X	X
CE35	X	X	X	X
CE36	X	X	X	X
CE37	X	X	X	X
CE38	X	X	X	X
CE44	X	X	X	X
CE45	X	X	X	X
CE51	X	X	X	X
CE52	X	X	X	X

## COURSE DESCRIPTION

Intended learning	Debate	Essay	Exams	Problem solving
CE8	X	X	X	X
CU1	X	X	X	X
CU2	X	X	X	X
CU3	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)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:**

The **minimum score** that students need to achieve in **each evaluation tool is 5** (out of 10), except for debate, so that their grades are calculated. The sum of these evaluation tools must be minimum 5 (out of 10) to pass the course. The **period of validity** for partial qualifications is **until September 2023**. **Attendance is compulsory**, either physical or online.

Students will have to carry out **four major evaluation activities**:

- 1) ESSAY (40%)**: they will have to hand in a 2000-word essay (including references and notes) on a topic selected among those proposed by the lecturer. This essay will analyze a specific cultural product according to one or several theoretical approaches dealt with in the course. All essays will be submitted to the anti-plagiarism software *Turnitin* prior to its evaluation.
- 2) EXAMS (10%)**: they will have to sit a questionnaire for each of the units in the course that will be carried out through Moodle. These will be available immediately after each unit is over. Students will sit questionnaires repeatedly until they answer successfully to all the questions. The objective of these questionnaires is simply to provide students with a tool for steady self-study in preparation for the other evaluation tools.
- 3) DEBATE (10%)**: student's active involvement in class through participation in the debates generated in class will have an impact in the final mark of up to 10%.
- 4) PROBLEM SOLVING (40%)**: they will have to take part in the several activities and challenges proposed by the teacher, mainly through Moodle. Among them, students will have to prepare a poster in groups that they can optionally present orally in class. The great majority of those activities **will only be temporarily available**. Therefore, they must be completed within the timeframe proposed. In these activities, the lecturer will assess the depth and maturity of their contributions.

The lecturer **will not accept any type of electronic submission to her email address**. **Additional assignments or tasks** not specified in this syllabus **will not be accepted** under any circumstance.

**Students enrolled** in this course for the **second (or n-th) time** will have to perform the **same evaluation tools** and in the same conditions as the rest of students.

**A NOTE ON PLAGIARISM**: no type of plagiarism or academic misconduct will be allowed. Students who incur in



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such behavior will fail the course automatically in the next official call (January, February, September and so on). This also constitutes a criminal action that will lead to legal and academic consequences for students.

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

Evaluation and assessment activities will be modified if the lecturer considers that this is necessary for **part-time students and those students with disabilities or special educational needs**. This will only be possible if students inform the lecturer within the first two weeks of the course.

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

After January and February calls, any extraordinary call will follow the following requirements:

- students will not be able to resit **Problem Solving** activities already closed, since they will **only be available temporarily** from September to December 2022.
- students can (re)sit the tools **essay** (40%), **questionnaires** (10%), and **problem solving** activities still open.
- the sum of all the marks obtained in all four major evaluation tools must be 5 out of 10 in order to pass the course.
- marks obtained in the evaluation tools will be valid up until September 2023. After that date, students will have to sit all evaluation tools anew with new topics.

### Qualifying criteria for obtaining honors:

*Honors will be given to 5% of the students with the highest grades (with a minimum of 9+ in all the graded fields), according to UCO regulations.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### Essential bibliography

- Barker, Chris. 2011. *Cultural Studies. Theory and Practice* (4th ed.). London: Sage.
- During, Simon. 2005. *Cultural Studies: A Critical Introduction*. London & New York: Routledge.
- . (Ed.). 2004 (1998). *The Cultural Studies Reader*. London & New York: Routledge.
- Giles, Judy and Tim Middleton. 2008 (1999). *Studying Culture: A Practical Introduction*. Chichester: Wiley-Blackwell.
- Nayar, Pramod K. 2017. *Contemporary Literary and Cultural Theory. From Structuralism to Ecocriticism*. Delhi: Longman Pearson.
- #### Cultural studies and cultural analysis
- Barnard, Malcolm. *Approaches to Understanding Visual Culture*. London: Palgrave, 2001.
- Barthes, Roland. *Mythologies*. London: Vintage, 2000.
- Edgar, Andrew and Peter Sedgwick. 2005. *Cultural Theory: The Key Concepts* (2nd ed). London & New York: Routledge.
- Hall, John R., Laura Grindstaff, Ming-cheng Lo (eds.). *Handbook of Cultural Sociology*. London & New York: Routledge, 2012.
- Hartley, John. *A Short History of Cultural Studies*. London: Sage, 2003.
- Kidd, Warren and Alison Teagle. *Culture and Identity*. London: Palgrave, 2012.
- Lehtonen, Mikko. *Cultural Analysis of Texts*. London: Sage, 2000.
- Lewis, Jeff. *Cultural Studies: The Basics*. London: Sage, 2008 (2002).
- Lotman, Yuri. *The Structure of the Artistic Text*. Trans. Gail Lenhoff and Ronald Vroon. Ann Arbor: U of Michigan P, 1977.



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---. *Universe of the Mind: A Semiotic Theory of Culture*. Trans. Ann Shukman, introduction by Umberto Eco. London & New York: I. B. Tauris & Co, 1990.

Pickering, Michael. *Research Methods in Cultural Studies*. Edinburgh: Edinburgh UP, 2010.

Rai, Rumina and, Kishwar Panna. *Introduction to Culture Studies*. Mumbai: Himalaya Pub., 2010.

Storey, John. *Cultural Studies and the Study of Popular Culture*. U of Georgia P, 2003.

Walton, David. *Introducing Cultural Studies: Learning through Practice*. London: Sage, 2008.

Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Rev. ed. New York: Oxford UP, 1985.

---. *Culture and Society*. London: Penguin, 1985.

### Contemporary culture

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: U of Minnesota Press, 1996.

Bauman, Zygmunt. *Liquid Modernity*. London: Wiley, 2000.

---. *Community*. London: Wiley, 2001.

---. *Consuming Life*. London: Wiley, 2007.

Beck, Ulrich. *Risk Society: Towards a New Modernity*. London: Sage, 1992.

Belk, Russell W. and Rosa Llamas (eds.). *The Routledge Companion to Digital Consumption*. London & New York: Routledge, 2012.

Betts, Raymond F. with Lyz Bly. *A History of Popular Culture. More of Everything, Faster and Brighter*. London & New York: Routledge, 2012.

Beynon, Robert. *The Routledge Companion to Global Economics*. London & New York: Routledge, 2001.

Bowman, Paul. *Culture and the Media*. London: Palgrave, 2012.

Brooks, Peter and Alex Woloch. *Whose Freud? The Place of Psychoanalysis in Contemporary Culture*. Yale UP, 2000.

Butler, Judith. *Precarious Life: The Powers of Mourning and Violence*. London: Verso, 2004.

---. *Frames of War. When Is Life Grievable?* London: Verso, 2009.

Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative and History*. Baltimore: The Johns Hopkins UP, 1996.

Etzioni, Amitai. *From Empire to Community: a New Approach to International Relations*. London: Macmillan, 2004.

Fiske, John. *Understanding Popular Culture*. London & New York: Routledge, 2010.

Goggin, Gerard. *New Technologies and the Media*. London: Palgrave, 2012.

Hunt, Lynn. *Inventing Human Rights: A History*. New York: Norton, 2007.

Jameson, Fredric. *Archaeologies of the Future*. London: Verso, 2005.

Lemke, Thomas. *Biopolitics: An Advanced Introduction*. New York: New York UP, 2011.

McAllister, Matthew and Emily West (eds.). *The Routledge Companion to Advertising and Promotional Culture*. London & New York: Routledge, 2013.

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Negri, Antonio and Hardt, Michael. *Empire*. Harvard UP, 2001.

---. *Multitude: War and Democracy in the Age of Empire*. London: Penguin, 2005.

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Plate, Liedeke and Anneke Smelik. *Performing Memory in Art and Popular Culture*. London & New York: Routledge, 2013.

Sim, Stuart, ed. *The Routledge Companion to Postmodernism*. London: Routledge, 2011.

Sontag, Susan. *Regarding the Pain of Others*. London: Picador, 2004.

Zizek, Slavoj. *Welcome to the Desert of the Real!: Five Essays on September 11 and Related Dates*. London: Verso, 2002.

---. *Living in the End of Times*. London: Verso, 2010.

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### 2. Further reading

- Agamben, Giorgio. 1998. *Homo Sacer: Sovereign Power and Bare Life*. Stanford: Stanford University Press
- Anderson, Benedict. 1993. *Imagined Communities. Reflections on the Origins and Spread of Nationalism*. London; New York: Verso.
- Bales, Kevin. 2012. *Disposable People: New Slavery in the Global Economy*. Berkeley: University of California Press.
- Davis, Mike. 2006. *Planet of Slums*. London: Verso.
- Guha, Ramachandra and Joan Martínez-Alier. 1997. *Varieties of Environmentalism: Essays North and South*. London: Earthscan Publications.
- Harvey, David. 2003. *New Imperialism*. New York: Oxford University Press.
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- Nixon, Rob. 2011. *Slow Violence and the Environmentalism of the Poor*. Cambridge: Oxford University Press.
- Nussbaum, Martha C. 2006. *The Frontiers of Justice. Disability, Nationality, Species Membership*. Cambridge, MA: Belknap: An Imprint of Harvard University Press.
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- Stiglitz, Joseph. 2012. *The Price of Inequality. How Today's Divided Society Endangers our Future*. New York: Norton & Company.
- . 2015. *The Great Divide*. New York: Norton & Company.
- United Nations Human Settlements Programme. 2003. *Slums of the World: The Face of Urban Poverty in the New Millennium?* Nairobi: UN-Habitat. <https://unhabitat.org/books/slums-of-the-world-the-face-of-urban-poverty-in-the-new-millennium/>
- United Nations. 1995. *Report of the World Summit for Social Development*. March 6-12. <https://undocs.org/A/CONF.166/9>
- Westphal, Bertrand. 2011. *Geocriticism: Real and Fictional Spaces*, translated by Robert T. Tally Jr. New York: Palgrave Macmillan.
- Žižek, Slavoj. 2008. *Violence*. Picador: New York.

## COORDINATION CRITERIA

Common evaluation criteria  
Tasks deadlines



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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.

## 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.

Lessons, conducted in English, will consist of the presentation of selected cultural theories and products on the part of the lecturer, so that students employ them critically to participate in debates and interactive activities in which they explore the different theories covered and their application to cultural products in English-speaking contexts.

This course requires thus the active involvement of students into the lessons for they will provide them with the opportunity to develop the skills and capacities necessary to carry out evaluation tasks successfully.

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## EVALUATION

Intended learnig	Debate	Essay	Exams	Problem solving
CB1	X	X	X	X
CB10	X	X	X	X
CB11	X	X	X	X
CB12	X	X	X	X
CB13	X	X	X	X
CB14	X	X	X	X
CB15	X	X	X	X
CB16	X	X	X	X
CB17	X	X	X	X
CB18	X	X	X	X
CB19	X	X	X	X
CB2	X	X	X	X
CB3	X	X	X	X
CB4	X	X	X	X
CB5	X	X	X	X
CB6	X	X	X	X
CB7	X	X	X	X
CB8	X	X	X	X
CB9	X	X	X	X
CE20	X	X	X	X
CE23	X	X	X	X
CE24	X	X	X	X
CE25	X	X	X	X
CE27	X	X	X	X
CE28	X	X	X	X
CE29	X	X	X	X
CE33	X	X	X	X
CE34	X	X	X	X

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Intended learnig	Debate	Essay	Exams	Problem solving
CE35	X	X	X	X
CE36	X	X	X	X
CE37	X	X	X	X
CE38	X	X	X	X
CE44	X	X	X	X
CE45	X	X	X	X
CE51	X	X	X	X
CE52	X	X	X	X
CE8	X	X	X	X
CU1	X	X	X	X
CU2	X	X	X	X
CU3	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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 (Scenario A)?:

No

## General clarifications on instruments for evaluation (Scenario A):

The **minimum score** that students need to achieve **in each evaluation tool is 4** (out of 10), except for debate, so that their grades are calculated. The sum of these evaluation tools must be minimum 5 (out of 10) to pass the course. The **period of validity** for partial qualifications **is until September 2023. Attendance is compulsory**, either physical or online.

Students will have to carry out **four major evaluation activities**:

- 1) ESSAY (40%)**: they will have to hand in a 2000-word essay (including references and notes) on a topic selected among those proposed by the lecturer. This essay will analyze a specific cultural product according to one or several theoretical approaches dealt with in the course. All essays will be submitted to the anti-plagiarism software *Turnitin* prior to its evaluation.
- 2) EXAMS (10%)**: they will have to sit a questionnaire for each of the units in the course that will be carried out through Moodle. These will be available immediately after each unit is over. Students will sit questionnaires repeatedly until they answer successfully to all the questions. The objective of these questionnaires is simply to provide students with a tool for steady self-study in preparation for the other evaluation tools.
- 3) DEBATE (10%)**: student's active involvement in class through participation in the debates generated in class

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will have an impact in the final mark of up to 10%.

**4) PROBLEM SOLVING (40%):** they will have to take part in the several activities and challenges proposed by the teacher, mainly through Moodle. Among them, students will have to prepare a poster in groups that they can optionally present orally in class. The great majority of those activities **will only be temporarily available**. Therefore, they must be completed within the timeframe proposed. In these activities, the lecturer will assess the depth and maturity of their contributions.

The lecturer **will not accept any type of electronic submission to her email address**. **Additional assignments or tasks** not specified in this syllabus **will not be accepted** under any circumstance.

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

Evaluation and assessment activities will be modified if the lecturer considers that this is necessary for **part-time students and those students with disabilities or special educational needs**. This will only be possible if students inform the lecturer within the first two weeks of the course.

## 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.

Lessons, conducted in English, will consist of the presentation of selected cultural theories and products on the part of the lecturer, so that students employ them critically to participate in debates and interactive activities in which they explore the different theories covered and their application to cultural products in English-speaking contexts.

This course requires thus the active involvement of students into the lessons for they will provide them with the opportunity to develop the skills and capacities necessary to carry out evaluation tasks successfully.

## COURSE DESCRIPTION

## EVALUATION

Intended learnig	Debate	Essay	Exams	Problem solving
CB1	X	X	X	X
CB10	X	X	X	X
CB11	X	X	X	X
CB12	X	X	X	X
CB13	X	X	X	X
CB14	X	X	X	X
CB15	X	X	X	X
CB16	X	X	X	X
CB17	X	X	X	X
CB18	X	X	X	X
CB19	X	X	X	X
CB2	X	X	X	X
CB3	X	X	X	X
CB4	X	X	X	X
CB5	X	X	X	X
CB6	X	X	X	X
CB7	X	X	X	X
CB8	X	X	X	X
CB9	X	X	X	X
CE20	X	X	X	X
CE23	X	X	X	X
CE24	X	X	X	X
CE25	X	X	X	X
CE27	X	X	X	X
CE28	X	X	X	X
CE29	X	X	X	X
CE33	X	X	X	X
CE34	X	X	X	X



## COURSE DESCRIPTION

Intended learnig	Debate	Essay	Exams	Problem solving
CE35	X	X	X	X
CE36	X	X	X	X
CE37	X	X	X	X
CE38	X	X	X	X
CE44	X	X	X	X
CE45	X	X	X	X
CE51	X	X	X	X
CE52	X	X	X	X
CE8	X	X	X	X
CU1	X	X	X	X
CU2	X	X	X	X
CU3	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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	Debate	Essay	Exams	Problem solving
Forum				X
Participation	X			
Questionnaire			X	
Surveys and predefined surveys			X	
Task		X		X
Videoconference				X

**Attendance will be assessed (Scenario B)?:**

No

## COURSE DESCRIPTION

### General clarifications on instruments for evaluation (Scenario B):

The **minimum score** that students need to achieve **in each evaluation tool is 4** (out of 10), except for debate, so that their grades are calculated. The sum of these evaluation tools must be minimum 5 (out of 10) to pass the course. The **period of validity** for partial qualifications **is until September 2023. Attendance is compulsory**, either physical or online.

Students will have to carry out **four major evaluation activities**:

**1) ESSAY (40%)**: they will have to hand in a 2000-word essay (including references and notes) on a topic selected among those proposed by the lecturer. This essay will analyze a specific cultural product according to one or several theoretical approaches dealt with in the course. All essays will be submitted to the anti-plagiarism software *Turnitin* prior to its evaluation.

**2) EXAMS (10%)**: they will have to sit a questionnaire for each of the units in the course that will be carried out through Moodle. These will be available immediately after each unit is over. Students will sit questionnaires repeatedly until they answer successfully to all the questions. The objective of these questionnaires is simply to provide students with a tool for steady self-study in preparation for the other evaluation tools.

**3) DEBATE (10%)**: student's active involvement in class through participation in the debates generated in class will have an impact in the final mark of up to 10%.

**4) PROBLEM SOLVING (40%)**: they will have to take part in the several activities and challenges proposed by the teacher, mainly through Moodle. Among them, students will have to prepare a poster in groups that they can optionally present orally in class. The great majority of those activities **will only be temporarily available**. Therefore, they must be completed within the timeframe proposed. In these activities, the lecturer will assess the depth and maturity of their contributions.

The lecturer **will not accept any type of electronic submission to her email address. Additional assignments or tasks** not specified in this syllabus **will not be accepted** under any circumstance.

**Students enrolled** in this course for the **second (or n-th) time** will have to perform the **same evaluation tools** and in the same conditions as the rest of students.

**A NOTE ON PLAGIARISM**: no type of plagiarism or academic misconduct will be allowed. Students who incur in such behavior will fail the course automatically in the next official call (January, February, September and so on). This also constitutes a criminal action that will lead to legal and academic consequences for students.

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

Evaluation and assessment activities will be modified if the lecturer considers that this is necessary for **part-time students and those students with disabilities or special educational needs**. This will only be possible if students inform the lecturer within the first two weeks of the course.