

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **IMPERIO, GLOBALIZACIÓN Y DIVERSIDAD EN LOS PAÍSES DE HABLA INGLESA**

Code: 100565

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

Year: 2

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

Field: 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: MARTÍN PÁRRAGA, FRANCISCO JAVIER (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: FRENTE AL AULA XV

E-Mail: javier.martin@uco.es

Phone: 957212112

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.
CE19	Ability to apply the necessary methods of analysis for the critical understanding and reading of other cultural manifestations in the English language.
CE20	Ability to write literary analyses and critical reviews in relation to literary texts written in the English language.

COURSE DESCRIPTION

CE21	Ability to undertake analytical works on other cultural manifestations in the English language.
CE22	Ability to analyse literary and non-literary texts from a comparative perspective, in different expressive forms and between different languages, using the language ESTO NO ESTÁ COMPLETO EN ESPAÑOL
CE23	Knowledge of the techniques and methods of textual criticism and editing texts in relation to written texts in the English language.
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

- To learn about some of the most important historical and cultural events related to the English-speaking countries.
- To improve the ability to communicate in English, both in written documents and orally.
- To develop the ability to search, summarize and evaluate in a critical manner the bibliographical information that is contained on databases and other electronic resources.
- To foster creativity and critical awareness.

CONTENT

1. Theory contents

UNIT I. EMPIRE

- Modern Period.
- Contemporary Period.

UNIT II. GLOBALIZATION

- Concept of globalization.
- The origins of globalization.
- The effects of a globalized world.

UNIT III. DIVERSITY

- Ethnicity and nationalism.
- Gender and sexuality.



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COURSE DESCRIPTION

2. Practical contents

During the practical classes, all the contents included in the syllabus will be covered.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

No poverty
Zero hunger
Quality education
Gender equality
Climate action
Peace, justice and strong institutions

METHODOLOGY

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

Part-time students should complete all the work done by the rest of the students, though attendance is not compulsory.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	5	-	5
<i>Debates</i>	10	5	15
<i>Lectures</i>	8	2	10
<i>Text analysis</i>	10	5	15
<i>Text commentary</i>	10	-	10
<i>Tutorials</i>	2	3	5
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Activities</i>	20
<i>Analysis</i>	10
<i>Exercises</i>	30
<i>Information search</i>	10
<i>Reference search</i>	10

COURSE DESCRIPTION

Activity	Total
<i>Self-study</i>	10
<i>Total hours</i>	<i>90</i>

WORK MATERIALS FOR STUDENTS

Exercises and activities
 Lessons summary
 Oral presentations
 References

EVALUATION

Intended learning	Essay	Exams	Portfolios	Text commentary
CB1	X	X	X	X
CB10			X	
CB11			X	
CB12	X	X	X	X
CB13			X	
CB14			X	
CB15	X	X	X	X
CB16	X	X	X	X
CB17	X	X		
CB18	X	X		X
CB19		X		
CB2	X	X	X	X
CB3	X	X	X	X
CB4			X	
CB5	X	X	X	
CB6			X	
CB7	X	X	X	X
CB8	X			X
CB9			X	
CE12				X

COURSE DESCRIPTION

Intended learning	Essay	Exams	Portfolios	Text commentary
CE13	X	X	X	X
CE17	X			
CE18				X
CE19	X			X
CE20	X		X	X
CE21	X			X
CE22	X	X	X	X
CE23			X	X
CE27			X	
CE28			X	
CE29	X			X
CE33	X	X	X	X
CE34	X			
CE35			X	
CE36	X		X	
CE37	X	X	X	X
CE38			X	
CE44	X	X		
CE45	X	X	X	X
CE51	X	X		
CE52		X		
CU1	X	X	X	X
CU2			X	
CU3			X	
Total (100%)	30%	50%	10%	10%
Minimum grade	5	5	5	5

(*)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.

COURSE DESCRIPTION

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Students need to pass each section (half the maximum grade for the section) in order to be further evaluated. Students can fail the whole course for plagiarism.

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

Part time students are required to hand out the same amount of work as regular students, though attendance is not compulsory. An activity will be opened in Moodle so that part-time students can upload the assignments done in class.

Any student with special needs should contact the Office and let me know the requirements for a successful course.

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

Students must pass a written exam.

Qualifying criteria for obtaining honors:

Minimum of 9.5. In case there are many students with the same grade, an essay will be written.

BIBLIOGRAPHY

1. Basic Bibliography

1. Basic Bibliography

- Alpers, Benjamin Leontief. Dictators, democracy, and American public culture: envisioning the totalitarian enemy, 1920s-1950s [Recurso Electrónico]. Chapel Hill: University of North Carolina Press, 2003.
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- Beng-Huat, Chua. Consumption in Asia: lifestyles and identities [Recurso Electrónico]. London; New York: Routledge, 2000.
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- Bonnemaison, Joël. Culture and space: conceiving a new cultural geography [Recurso Electrónico]. London: I.B. Tauris, 2005.
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- Cornut-Gentile, Chantal. Culture & power : culture and society in the age of globalization. Zaragoza: Prensas Universitarias de Zaragoza, 2005.
- Cruz, Jon. Culture on the margins: the Black spiritual and the rise of American cultural interpretation [Recurso Electrónico]. Princeton, N.J.: Princeton University Press, 1999.
- Díaz-Plaja, Guillermo. Culturalismo y creación poética. Madrid: Revista de Occidente, 1972.
- During, Simon. Cultural studies: a critical introduction. London; New York: Routledge, 2005.
- . The cultural studies reader [Recurso electrónico]. London; New York: Routledge, 1999.
- Erez, Miriam. Culture, self-identity, and work [Recurso Electrónico]. New York: Oxford University Press, 1993.
- Eyerman, Ron. Cultural trauma: slavery and the formation of African American identity [Recurso Electrónico].

COURSE DESCRIPTION

Cambridge, UK; New York: Cambridge University Press, 2001.

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- Galván, Fernando, Cañero, Julio and Fernández, J. Culture and power: music, media and visual arts. Alcalá de Henares: Universidad de Alcalá, D.L. 2003.

- Guha-Thakurta, Tapati. Monuments, objects, histories: institutions of art in colonial and postcolonial India [Recurso Electrónico]. New York: Columbia University Press, 2004.

- Hall, John R. Cultures of inquiry: from epistemology to discourse in sociohistorical research [Recurso Electrónico]. Cambridge, U.K.; New York, N : Cambridge University Press, 1999.

- Jenks, Chris. Culture [Recurso Electrónico]. London; New York: Routledge, 1993.

- Karayanni, Stavros Stavrou. Dancing fear & desire: race, sexuality and imperial politics in Middle Eastern dance [Recurso Electrónico]. Waterloo, Ont.: Wilfrid Laurier University Press, 2004.

León-Portilla, Miguel. Culturas en peligro. México, D. F.: Alianza Editorial Mexicana, 1976. Lull, James. Culture in the communication age [Recurso Electrónico]. London: Routledge, 2001.

- Luzio, Aldo Di, Günthner, Susanne and Orletti, Franca. Culture in communication: analyses of intercultural situations [Recurso Electrónico]. Amsterdam; Philadelphia: J. Benjamins, 2001. - Malik, Sarita. Representing black Britain: a history of black and Asian images on British television [Recurso Electrónico]. London; Thousand Oaks: SAGE Publications, 2002.

- McKinnon, Catriona, Castiglione, Dario. The culture of toleration in diverse societies: reasonable toleration [Recurso Electrónico]. Manchester; New York: Manchester University Press, 2003.

- Miles, Malcolm and Kirkham, Nicola. Cultures and Settlements [Recurso Electrónico]. England, UK: Intellect Books, 2003.

- Mulhern, Francis. Culture/metaculture [Recurso Electrónico]. London; New York: Routledge, 2000.

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- Parker, Richard. Culture, society and sexuality: a reader [Recurso Electrónico]. London; Philadelphia: UCL Press, 1999.

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- Read, Jenn?an Ghazal. Culture, class, and work among Arab-American women [Recurso Electrónico]. New York: LFB Scholarly Publishing LLC, 2004.

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- Sennett, Richard. The culture of the new capitalism [Recurso Electrónico]. New Haven: Yale University Press, 2006.

- Schiller, Herbert I. Culture, Inc.: the corporate takeover of public expression [Recurso Electrónico]. New York: Oxford University Press, 1991, 1989.

Sherbert, Garry and Gâerin, Annie, and Petty, Sheila. Canadian cultural poesis: essays on Canadian culture [Recurso Electrónico]. Waterloo, Ont.: Wilfrid Laurier University Press, 2006.

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- Susan Bassnett. Studying British cultures: an introduction [Recurso Electrónico]. London; New York: Routledge, 1997.

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- Turiel, Elliot. The culture of morality: social development and social opposition [Recurso Electrónico]. New York: Cambridge University Press, 2002.



COURSE DESCRIPTION

Yúdice, George. Política cultural. Barcelona: Gedisa, D.L. 2004.

2. Further reading

None

COORDINATION CRITERIA

Joint activities: lectures, seminars, visits ...

SCHEDULE

Period	Assessment activities	Debates	Lectures	Text analysis	Text commentary	Tutorials
1# Fortnight	1,0	2,0	2,0	2,0	1,0	0,0
2# Fortnight	0,0	2,0	1,0	2,0	1,0	0,0
3# Fortnight	0,0	2,0	2,0	2,0	1,0	0,0
4# Fortnight	0,0	2,0	1,0	2,0	1,0	1,0
5# Fortnight	0,0	2,0	1,0	2,0	1,0	0,0
6# Fortnight	1,0	2,0	1,0	2,0	1,0	0,0
7# Fortnight	1,0	2,0	1,0	2,0	2,0	2,0
8# Fortnight	2,0	1,0	1,0	1,0	2,0	2,0
Total hours:	5,0	15,0	10,0	15,0	10,0	5,0

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.

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.

COURSE DESCRIPTION

EVALUATION

Intended learnig	Essay	Exams	Portfolios	Text commentary
CB1	X	X	X	X
CB10			X	
CB11			X	
CB12	X	X	X	X
CB13			X	
CB14			X	
CB15	X	X	X	X
CB16	X	X	X	X
CB17	X	X		
CB18	X	X		X
CB19		X		
CB2	X	X	X	X
CB3	X	X	X	X
CB4			X	
CB5	X	X	X	
CB6			X	
CB7	X	X	X	X
CB8	X			X
CB9			X	
CE12				X
CE13	X	X	X	X
CE17	X			
CE18				X
CE19	X			X
CE20	X		X	X
CE21	X			X
CE22	X	X	X	X

COURSE DESCRIPTION

Intended learnig	Essay	Exams	Portfolios	Text commentary
CE23			X	X
CE27			X	
CE28			X	
CE29	X			X
CE33	X	X	X	X
CE34	X			
CE35			X	
CE36			X	
CE37			X	
CE38			X	
CE44	X	X		
CE45	X	X	X	X
CE51	X	X		
CE52		X	X	
CU1	X	X	X	X
CU2			X	
CU3			X	
Total (100%)	30%	50%	10%	10%
Minimum grade	4	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 (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

Students need to pass each section (half the maximum grade for the section) in order to be further evaluated. Students can fail the whole course for plagiarism.

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

Part time students are required to hand out the same amount of work as regular students, though attendance is not compulsory. An activity will be opened in Moodle so that part-time students can upload the assignments done

COURSE DESCRIPTION

in class.

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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.

EVALUATION

Intended learning	Essay	Exams	Portfolios	Text commentary
CB1	X	X	X	X
CB10			X	
CB11			X	
CB12	X	X	X	X
CB13			X	
CB14			X	
CB15	X	X	X	X
CB16	X	X		X
CB17	X	X		
CB18	X	X		X
CB19		X		
CB2	X	X	X	X
CB3	X	X	X	X
CB4			X	
CB5	X	X	X	

COURSE DESCRIPTION

Intended learnig	Essay	Exams	Portfolios	Text commentary
CB6			X	
CB7	X	X	X	X
CB8	X			X
CB9			X	
CE12				X
CE13			X	
CE17	X	X		
CE18	X	X		X
CE19		X		
CE20	X		X	X
CE21	X			X
CE22	X	X	X	X
CE23			X	X
CE27			X	
CE28			X	
CE29	X			X
CE33	X	X	X	X
CE34	X			
CE35			X	
CE36	X		X	
CE37	X	X	X	X
CE38			X	
CE44	X	X		
CE45	X	X	X	X
CE51	X	X		
CE52		X		
CU1	X	X	X	X
CU2			X	
CU3			X	

COURSE DESCRIPTION

Intended learnig	Essay	Exams	Portfolios	Text commentary
Total (100%)	30%	50%	10%	10%
Minimum grade	4	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	Essay	Exams	Portfolios	Text commentary
Attendance	X	X	X	X
Chat			X	
Forum	X	X	X	X
Group selection	X			
Participation	X	X	X	X
Questionnaire		X		
Surveys and predefined surveys			X	
Synchronous tests via videoconference	X			

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

Students need to pass each section (half the maximum grade for the section) in order to be further evaluated. Students can fail the whole course for plagiarism.

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

Part time students are required to hand out the same amount of work as regular students, though attendance is not compulsory. An activity will be opened in Moodle so that part-time students can upload the assignments done in class.

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COURSE DESCRIPTION