

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **ÚLTIMAS LITERATURAS EN INGLÉS 3: ASIA Y OCEANÍA**

Code: 100576

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

Year: 4

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: moodle

LECTURER INFORMATION

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Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

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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.
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 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.
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.

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

OBJECTIVES

The objective of this course is to provide students with an overview of the development of literature in English in the territories of Asia and Oceania, with focus on India and Australia. This overview, which aims to familiarize students with literary currents and the most prominent authors in these contexts, will be supplemented with a brief introduction to the theoretical-critical category of "postcolonial theory."

CONTENT

1. Theory contents

1. Postcolonial theory and literatures: key concepts.

2. South Asian literature

Indian cultural heritage and history

Imperial and colonial writers

Partition literature

Postcolonial literature

"Other" literatures: queer and dalit

3. Australian literature

General introduction to Australia.

European perceptions of Australia (Watkin Tench, D.H. Lawrence).

The beginnings of 'settler literature' (exploration narratives, journals, letters) (Tench, Edward John Eyre).

Indigenous, national literature. Life in the bush (Henry Lawson, Banjo Paterson).



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Contemporary literature (Peter Carey, David Malouf and others) and Aboriginal writing (Thea Astley and Archie Weller).

2. Practical contents

Discussion of narrative texts and excerpts that will be provided at the beginning of the course. Students will have to read *Remembering Babylon* (1993), by David Malouf, and Arundhati Roy's *The God of Small Things*.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Gender equality
Peace, justice and strong institutions

METHODOLOGY

General clarifications on the methodology (optional)

Attendance and participation in class are compulsory. Students must attend 80% of all classes in order to pass the course.

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

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.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Lectures</i>	20	-	20
<i>Presentation</i>	-	10	10
<i>Text commentary</i>	23	5	28
<i>Tutorials</i>	2	-	2
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Conference and Seminars</i>	30
<i>Debate</i>	30
<i>Information search</i>	30
Total hours	90

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WORK MATERIALS FOR STUDENTS

Oral presentations

References

Textual and visual texts

EVALUATION

Intended learning	Debate	Essay	Oral Presentation
CB1	X	X	X
CB10	X	X	X
CB11	X	X	X
CB12	X	X	X
CB13	X	X	X
CB14	X	X	X
CB15	X	X	X
CB16	X	X	X
CB17	X	X	X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X	X	X
CB5	X	X	X
CB6	X	X	X
CB7	X	X	X
CB8	X	X	X
CB9	X	X	X
CE12	X	X	X
CE13	X	X	X
CE17	X	X	X
CE18	X	X	X
CE20	X	X	X

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Intended learning	Debate	Essay	Oral Presentation
CE23	X	X	X
CE27	X	X	X
CE28	X	X	X
CE29	X	X	X
CE33	X	X	X
CE34	X	X	X
CE35	X	X	X
CE36	X	X	X
CE37	X	X	X
CE38	X	X	X
CE44	X	X	X
CE45	X	X	X
CE51	X	X	X
CE52	X	X	X
CU1	X	X	X
CU2	X	X	X
CU3	X	X	X
Total (100%)	40%	30%	30%
Minimum grade	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.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Students need to pass each section in order to be further evaluated.

Students will fail the whole course in case of plagiarism.

Students will be evaluated in January according to this criteria. In case a student fails, s/he will have the opportunity to take an exam (100% of the final grade) in February.

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

Part-time students will be required to submit a final essay (40%) and reading reports (40%) and to make an oral presentation (20%).

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.

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

Exam (100% of the final grade).

Qualifying criteria for obtaining honors:

The student will have to get a minimum final mark of 9.

BIBLIOGRAPHY

1. Basic Bibliography

Gayatri Chakravarty Spivak. Other Asias. Oxford: Blackwell, 2008.

Ashcroft, Bill. Post-colonial transformation [Recurso electrónico]. London: Routledge, 2001. E-Libro

Bill Ashcroft et al. The empire writes back: theory and practice in postcolonial literatures. London: Routledge, 2004.

---, eds. The Post-colonial Studies Reader. London: Routledge, 1995.

McLeod, John. The Routledge Companion to Postcolonial Studies. London: Routledge, 2007.

Bartolovich, Cristal and Lazarus, Neil. Marxism, modernity, and postcolonial studies [Recurso electrónico]. Cambridge: Cambridge University Press, 2002. E-Libro

Bassnett, Susan and Harish Trivedi. Post-colonial translation [recurso electrónico]: theory and practice. London; New York: Routledge, 1999. E-Libro

Benson, E. y L.W. Conolly, eds. Encyclopedia of Post-colonial Literatures in English. London: Routledge, 1994.

Boehmer, Elleke. Colonial and Postcolonial Literature. Oxford University Press, 1995.

Chakrabarty, Dipesh. Provincializing Europe [Recurso electrónico]: postcolonial thought and historical difference. Princeton, N.J.: Princeton University Press, 2000. E-Libro

Chowdhry, Geeta and Sheila, eds. Power, postcolonialism, and international relations [Recurso electrónico]: reading race, gender, and class. London: Routledge, 2002. E-Libro

Chrisman, Laura. Postcolonial contraventions [Recurso electrónico]: cultural readings of race, imperialism, and transnationalism. Manchester; New York : Manchester University Press, 2003. E-Libro



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Cooper, Frederick. Colonialism in question: theory, knowledge, history [Recurso Electrónico]. Berkeley: University of California Press, 2005. E-Libro

Dixon, Chris and Heffernan, J. Michael. Colonialism and development in the contemporary world. London: Mansell, 1991.

Döring, Tobias. Caribbean-English passages [Recurso electrónico]: intertextuality in a postcolonial tradition. London; New York: Routledge, 2002. E-Libro

Ganguly, Keya. States of exception [recurso electrónico]: everyday life and postcolonial identity. Minneapolis: University of Minnesota Press, 2001. E-Libro

Harrison, Nicholas Postcolonial criticism: history, theory and the work of fiction. Cambridge: Polity; Malden: Blackwell, 2003.

Hawley, John. C. Encyclopedia of postcolonial studies. Westport; London: Greenwood, 2001.

Hernández Sandoica, Elena. El colonialismo, (1815-1873): estructuras y cambios en los imperios coloniales. Madrid: Síntesis, 1992.

Huggan, Graham. The postcolonial exotic [Recurso electrónico]: marketing the margins. New York: Routledge, 2001. E-Libro

Lázaro, Luis Alberto. Colonialism and post-colonialism in English literature. Alcalá de Henares: Universidad de Alcalá de Henares, Servicio de Publicaciones, 1992.

Lazarus, Neil. The Cambridge companion to postcolonial literary studies. University of Cambridge, 2004.

Loomba, Ania. Colonialism-postcolonialism [Recurso electrónico]. London; New York: Routledge, 2002. E-Libro

Martín Lucas, Belén and Ana Bringas López, eds. Global neo-imperialism and national resistance: approaches from postcolonial studies. Vigo: Universidad de Vigo, D.L. 2004.

Mongia, Padmini, ed. Contemporary postcolonial theory: a reader. London: Arnold, 2003.

Prakash, Gyan, ed. After colonialism [Recurso electrónico]: imperial histories and postcolonial displacements. Princeton, N.J.: Princeton University Press, 1995. E-Libro

2. Further reading

Specific references will be provided for each of the units.

COORDINATION CRITERIA

Common evaluation criteria

Joint activities: lectures, seminars, visits ...

Tasks deadlines

SCHEDULE

Period	Lectures	Presentation	Text commentary	Tutorials
1# Week	1,0	0,0	0,0	1,0
2# Week	2,0	0,0	2,0	0,0
3# Week	2,0	0,0	2,0	0,0
4# Week	2,0	0,0	2,0	0,0
5# Week	2,0	0,0	2,0	0,0



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Period	Lectures	Presentation	Text commentary	Tutorials
6# Week	2,0	0,0	2,0	0,0
7# Week	2,0	2,0	2,0	1,0
8# Week	2,0	2,0	2,0	0,0
9# Week	2,0	2,0	2,0	0,0
10# Week	2,0	2,0	2,0	0,0
11# Week	1,0	2,0	2,0	0,0
12# Week	0,0	0,0	2,0	0,0
13# Week	0,0	0,0	2,0	0,0
14# Week	0,0	0,0	2,0	0,0
15# Week	0,0	0,0	2,0	0,0
Total hours:	20,0	10,0	28,0	2,0

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.

Attendance and participation in class are compulsory. Students must attend 80% of all classes in order to pass the course.

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EVALUATION

Intended learnig	Debate	Essay	Oral Presentation
CB1	X	X	X
CB10	X	X	X
CB11	X	X	X
CB12	X	X	X
CB13	X	X	X
CB14	X	X	X
CB15	X	X	X
CB16	X	X	X
CB17	X	X	X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X	X	X
CB5	X	X	X
CB6	X	X	X
CB7	X	X	X
CB8	X	X	X
CB9	X	X	X
CE12	X	X	X
CE13	X	X	X
CE17	X	X	X
CE18	X	X	X
CE20	X	X	X
CE23	X	X	X
CE27	X	X	X
CE28	X	X	X
CE29	X	X	X

COURSE DESCRIPTION

Intended learnig	Debate	Essay	Oral Presentation
CE33	X	X	X
CE34	X	X	X
CE35	X	X	X
CE36	X	X	X
CE37	X	X	X
CE38	X	X	X
CE44	X	X	X
CE45	X	X	X
CE51	X	X	X
CE52	X	X	X
CU1	X	X	X
CU2	X	X	X
CU3	X	X	X
Total (100%)	40%	30%	30%
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 (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

Students need to pass each section in order to be further evaluated.

Students will fail the whole course in case of plagiarism.

Students will be evaluated in January according to this criteria. In case a student fails, s/he will have the opportunity to take an exam (100% of the final grade) in February.

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

Part-time students will be required to submit a final essay (40%) and reading reports (40%) and to make an oral presentation (20%).

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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 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.

Attendance and participation in class are compulsory. Students must attend 80% of all classes in order to pass the course.

EVALUATION

Intended learnig	Debate	Essay	Oral Presentation
CB1	X	X	X
CB10	X	X	X
CB11	X	X	X
CB12	X	X	X
CB13	X	X	X
CB14	X	X	X
CB15	X	X	X
CB16	X	X	X
CB17	X	X	X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X	X	X

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Intended learnig	Debate	Essay	Oral Presentation
CB5	X	X	X
CB6	X	X	X
CB7	X	X	X
CB8	X	X	X
CB9	X	X	X
CE12	X	X	X
CE13	X	X	X
CE17	X	X	X
CE18	X	X	X
CE20	X	X	X
CE23	X	X	X
CE27	X	X	X
CE28	X	X	X
CE29	X	X	X
CE33	X	X	X
CE34	X	X	X
CE35	X	X	X
CE36	X	X	X
CE37	X	X	X
CE38	X	X	X
CE44	X	X	X
CE45	X	X	X
CE51	X	X	X
CE52	X	X	X
CU1	X	X	X
CU2	X	X	X
CU3	X	X	X
Total (100%)	40%	30%	30%
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.

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Moodle Tools	Debate	Essay	Oral Presentation
Assessment rubric			X
Attendance	X		X
Chat			X
Forum	X		
Group selection	X		
Participation	X		X
Task		X	X
Videoconference			X

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

Students need to pass each section in order to be further evaluated.

Students will fail the whole course in case of plagiarism.

Students will be evaluated in January according to this criteria. In case a student fails, s/he will have the opportunity to take an exam (100% of the final grade) in February.

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

Part-time students will be required to submit a final essay (40%) and reading reports (40%) and to make an oral presentation (20%).

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.