

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 100564

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

Year: 4

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:

### LECTURER INFORMATION

Name: LÓPEZ SÁNCHEZ-VIZCAÍNO, MARÍA JESÚS (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

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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 develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CU3	To increase the habits of an active searching for employment and the capacity of entrepreneurship.
CE12	Analysis, commentary and explanation of the texts in English from different registers, types, genres and historical periods.
CE13	Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
CE17	Ability for the search and analysis of documentary and textual information in relation to literature and other cultural manifestations in English language; use of bibliographical databases.
CE18	Ability to apply necessary analytic techniques for comprehension and critical readings of literary texts in English language.
CE20	Ability for writing literary analysis works and critical reviews, in relation to literary texts written in English language.

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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 main aim of this course is to introduce Modernism as an early 20th-century artistic movement, focusing on its literary manifestations. Attention will be paid to the historical, social and cultural context, both in England and the United States, and to the main innovations that this movement entailed both in poetry and narrative, with a focus on the latter. These ideas will be developed by focusing on the literary contributions of a series of representative writers of both British and American Modernism.

## CONTENT

### 1. Theory contents

#### First Part: British Modernism

Unit 1: Introduction to Modernism

Unit 2: Ezra Pound and T.S. Eliot

Unit 4: James Joyce and Samuel Beckett

Unit 5: Virginia Woolf and Katherine Mansfield

#### Second Part: American Modernism

Unit 6: Introduction to American Modernism

Unit 7: Hilda Doolittle, William Carlos Williams and E.E. Cummings

Unit 7: F. Scott Fitzgerald

Unit 8: Ernest Hemingway and William Faulkner

### 2. Practical contents

Readings

British Modernism

-Poems by Ezra Pound



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- T. S. Eliot: "The Love Song of J. Alfred Prufrock" (1920)
- James Joyce: "The Dead" (1914); excerpts from Ulysses (1922)
- Samuel Beckett: Excerpts from The Trilogy
- Virginia Woolf: Excerpts from Mrs. Dalloway (1925) and A Room of One's Own (1929)
- Katherine Mansfield: "The Garden Party" (1922)
- American Modernism
- Poems by Hilda Doolittle, William Carlos Williams and E.E. Cummings
- F. Scott Fitzgerald: The Great Gatsby (1925)
- Ernest Hemingway: "A Clean, Well-Lighted Place" (1933)
- William Faulkner: "A Rose for Emily" (1930); excerpts from As I Lay Dying (1930)

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education  
Gender equality  
Peace, justice and strong institutions

## METHODOLOGY

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

#### Part-time students

They will be provided with a guide and general overview of all the materials and readings of the course.

#### Students with disabilities and special educational needs

At the beginning of the course the lecturer will have an interview with these students in order to clarify their specific needs and the response that should be given to them.

### Face-to-face activities

Activity	Large group	Medium group	Total
Lectures	20	7	27
Seminar	-	8	8
Text analysis	25	-	25
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
Elaboration of final text commentary	20
Reading	50
Self-study	20
<b>Total hours</b>	<b>90</b>

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### WORK MATERIALS FOR STUDENTS

Bibliographical references and other sources

Powerpoint presentations

Texts of compulsory readings

### EVALUATION

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

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Intended learning	Debate	Exams	Text commentary
CE23	X		
CE27			X
CE28	X		
CE29	X		
CE33			X
CE34			X
CE35	X		
CE36	X		
CE37		X	
CE38			X
CE44	X		
CE45			X
CE51			X
CE52	X		
CU1		X	
CU2	X		
CU3	X		X
<b>Total (100%)</b>	<b>20%</b>	<b>60%</b>	<b>20%</b>
<b>Minimum grade</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.

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### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

-**Text commentary (20%)**: submission of a written assignment that will consist in a detailed, personal and critical analysis of an excerpt from any of the texts read and discussed in class.

-**Debate (20%)**: active participation in the small groups, with a focus on the discussion of compulsory readings. Mere attendance will not be assessed.

-**Final exam (60%)**: it will have a theoretical and a practical part (analysis of a text).

### February call

-Students will only have to repeat those parts that they have failed in January with less than 5.

-If they have failed the assignment of "debate", they will have an oral interview with the lecturer (20%), in which she will ask them about the different contents and readings of the course.

### General clarification

Plagiarism and/or cheating during the performance of ANY of the assignments carried out during the course will be punished with instant fail in the subject. This also includes the use of any artificial intelligence tools. The professor reserves the right to conduct a personal interview about any of the works presented in class, with anyone, to clarify originality and anything she deems appropriate regarding them.

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

-**Text commentary (20%)**: submission of a written assignment that will consist in a detailed, personal and critical analysis of an excerpt from any of the texts read and discussed in class.

-**Oral interview with the lecturer (20%)**: interview in which they will be asked about the different contents and readings of the course.

-**Final exam (60%)**: it will have a theoretical and a practical part (analysis of a text).

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

No marks will be kept from previous calls for the extraordinary calls.

Assessment will consist of a final **exam** with a theoretical and practical part.

### Qualifying criteria for obtaining honors:

Students will have to get a minimum final mark of 9.

## BIBLIOGRAPHY

### 1. Basic Bibliography

-Attridge, Derek. "Joyce: The Modernist Novel's Revolution in Matter and Manner." *The Cambridge History of the English Novel*, edited by Robert L. Caserio and Clement Hewes, CUP, 2012, pp. 581-595.

-Childs, Peter. *Modernism*. 2nd ed. Routledge, 2008.

-Bradbury, Malcolm. *The Modern World: Ten Great Writers*. London: Penguin, 1989.

---. and James McFarlane, ed. *Modernism: A Guide to European Literature, 1890-1930*. London: Penguin, 1991.

-Davis, Alex, ed. *The Cambridge Companion to Modernist Poetry*. CUP, 2007.

-Eysteinsson, Astradur. *The Concept of Modernism*. Cornell UP, 1990.

-Hampson, Robert. "Henry James and Joseph Conrad: The Pursuit of Autonomy." *The Cambridge History of the English Novel*, edited by Robert L. Caserio and Clement Hewes, CUP, 2012, pp. 565-580.

-Howarth, Peter. *The Cambridge Introduction to Modernist Poetry*. CUP, 2012.



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- Hunter, Adrian. *The Cambridge Introduction to the Short Story in English*. CUP, 2007.
- Kumar, Shiv K. *Bergson and the Stream of Consciousness Novel*. Blackie, 1962.
- Levenson, Michael, ed. *The Cambridge Companion to Modernism*. Cambridge: Cambridge UP, 1999.
- . *A Genealogy of Modernism: A Study of English Literary Doctrine 1908-1922*. Cambridge: Cambridge UP, 1984.
- Lewis, Pericles. *The Cambridge Introduction to Modernism*. Cambridge UP, 2007.
- Shiach, Morag. "Beyond Autonomy: Political Dimensions of Modernist Novels." *The Cambridge History of the English Novel*, edited by Robert L. Caserio and Clement Hewes, CUP, 2012, pp. 629-644.
- . ed. *The Cambridge Companion to the Modernist Novel*. CUP, 2007.
- Trotter, David. "The Modernist Novel." *The Cambridge Companion to Modernism*, edited by Michael Levenson, CUP, 1999, pp. 70-99.
- Whitworth, Michael H. *Reading Modernist Poetry*. Wiley-Blackwell, 2010.
- Wollaeger, Mark. "Richardson, Woolf, Lawrence: The Modernist Novel's Experiments with Narrative (I)." *The Cambridge History of the English Novel*, edited by Robert L. Caserio y Clement Hewes, CUP, 2012, pp. 596-611.

## 2. Further reading

None

## COORDINATION CRITERIA

Coordination with other lecturers of literature courses as regards compulsory readings.

## SCHEDULE

Period	Lectures	Seminar	Text analysis
1# Fortnight	4,0	1,0	3,0
2# Fortnight	4,0	1,0	4,0
3# Fortnight	4,0	1,0	4,0
4# Fortnight	4,0	1,0	4,0
5# Fortnight	4,0	1,0	4,0
6# Fortnight	4,0	2,0	3,0
7# Fortnight	3,0	1,0	3,0
<b>Total hours:</b>	<b>27,0</b>	<b>8,0</b>	<b>25,0</b>

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.