

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **CÓMO LEER UN TEXTO LITERARIO**

Code: 100572

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

Year: 2

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: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <https://moodle.uco.es/m2324/>

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None.

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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 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.

OBJECTIVES

The aim of this course is to equip students with knowledge of a number of critical approaches to the study of literary texts, ranging from the so-called Formalisms, through Post-structuralism and Deconstruction, Marxist Criticism, New Historicism and Cultural Materialism, to Psychoanalytic Criticism, Feminist Criticism, Postcolonial Criticism, Ecocriticism and Intertextuality. Thus, the ultimate goal is to provide students with theoretical tools and practical skills to carry out a rigorous reading of literary texts pertaining to different genres (poetry, fiction and drama). In this regard, students will become familiar with a general overview of critical approaches with a view to acquiring analytical tools and methods that they can apply to a close reading of selected literary texts. Hence the predominant focus of the course is eminently practical.

The specific objectives of this course are:

1. To offer students a chronological overview of critical approaches to the study of literary texts.
2. To equip students with the essentials of a variety of critical and theoretical approaches in the field of literary studies.
3. To provide students with critical thinking skills for the study of literary texts from different theoretical vantage points.
4. To instill in students a sense of curiosity and interest in reading literary texts (poetry, fiction and drama) for pleasure and personal self-fulfilment.
5. To cultivate students' creativity by giving them opportunities to carefully read and respond to literary texts in multiple formats.



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CONTENT

1. Theory contents

1. What is a literary text: critical approaches.
2. Theory before Theory: Liberal Humanism.
3. Structuralism.
4. Post-structuralism and Deconstruction.
5. Ecocriticism.
6. Stylistics.
7. Narratology.
8. Marxist Criticism, New Historicism.
9. Psychoanalytic Criticism.
10. Feminist Criticism.
11. Postcolonial Criticism.
12. Intertextuality.

2. Practical contents

How to read a novel, a short story, a play, a poem?

1. Novel: Emily Brontë's *Wuthering Heights*.
2. Two short stories: Herman Melville's "Bartleby, the Scrivener"; Henry James's "The Turn of the Screw".
3. Play: Wole Soyinka's *Death and the King's Horseman*.
4. Poetry (selections): Margaret Atwood, Mark Strand, Susan Howe, Anne Carson, Gary Snyder, Sylvia Plath.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Gender equality

METHODOLOGY

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

Part-time students must read the mandatory primary sources (literary texts) and secondary sources (basic readings) to get familiarised with fundamental critical notions and analytical tools. Like full-time students, part-time students will have to write an essay, make an oral presentation and hand-in a final creative project via Moodle. Students with special educational needs are encouraged to email the teachers at the beginning of the term to ensure the prompt provision of the most suitable methodological tools that may facilitate optimal learning opportunities.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Case study</i>	9	3	12
<i>Lectures</i>	5	5	10



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Activity	Large group	Medium group	Total
<i>Presentation</i>	5	3	8
<i>Seminar</i>	3	-	3
<i>Text analysis</i>	15	4	19
<i>Text commentary</i>	8	-	8
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Analysis</i>	30
<i>Reference search</i>	30
<i>Self-study</i>	30
Total hours	90

WORK MATERIALS FOR STUDENTS

Dossier
Oral presentations

Clarifications

Students will be provided with presentations, dossiers and extra resources in a variety of formats on the course Moodle.

EVALUATION

Intended learning	Essay	Oral Presentation	Project
<i>CB1</i>	X	X	
<i>CB10</i>			X
<i>CB11</i>			X
<i>CB12</i>		X	X
<i>CB13</i>		X	X
<i>CB14</i>			X
<i>CB15</i>	X	X	X

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Intended learning	Essay	Oral Presentation	Project
CB16			X
CB17	X	X	X
CB18	X	X	
CB19	X	X	X
CB2		X	X
CB3	X	X	
CB4		X	X
CB5	X	X	
CB6		X	
CB7			X
CB8	X	X	
CB9		X	X
CE12	X	X	
CE13	X	X	
CE17	X	X	
CE18	X	X	
CE20	X	X	
CE23	X	X	X
CE27		X	X
CE28			X
CE29	X		
CE33	X	X	
CE34	X	X	X
CE35	X	X	X
CE36			X
CE37	X	X	X
CE38		X	
CE44	X	X	X
CE45	X		

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Intended learning	Essay	Oral Presentation	Project
CE51	X	X	
CE52	X	X	
CU1	X	X	X
CU2	X	X	X
CU3	X	X	X
Total (100%)	30%	40%	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.

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Course assessment will be based on three compulsory tasks:

1. Essay. Students will have to write an essay (2,000-3,000 words) on any of the texts/authors covered in the course contents, which will account for 30% of the final grade.
2. Oral presentation. Students will have to prepare and deliver an oral presentation (15-20 minutes) on any of the texts/authors covered in the course contents, which will account for 40% of the final grade.
3. Creative project. Students will have to respond to any of the literary texts analysed in class in a creative way, by coming up with an original piece of work in different formats (textual, visual, musical, multimedia, etc.), which will account for 30% of the final grade.

Class attendance is mandatory to at least 80% of tuition hours for students to be able to be assessed by the lecturers. In ordinary calls, students are expected to comply with all three compulsory tasks. In extraordinary calls, the students will be assessed through a written exam which will account for 100% of the final grade.

The use of any type of Artificial Intelligence (AI) in the writing of texts is strictly prohibited. The teaching staff reserves the right to call for a personal interview with any student to clarify potential aspects of the work they deem appropriate.

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

Part-time students must read the mandatory primary sources (literary texts) and secondary sources (basic readings) to get familiarised with fundamental critical notions and analytical tools. Like full-time students, part-time students will have to write an essay, make an oral presentation and hand-in a final creative project via Moodle. Students with special educational needs are encouraged to email the teachers at the beginning of the term to ensure the prompt provision of the most suitable methodological tools that may facilitate optimal learning opportunities.

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

The same assessment criteria will be applicable in ordinary exam calls. In extraordinary exam calls, students will have to take an exam, which will account for 100% of the final grade.

Qualifying criteria for obtaining honors:

Perfect analysis; perfect essay and perfect presentation (10).

BIBLIOGRAPHY

1. Basic Bibliography

Primary sources: literary texts for analysis

- Adichie, Chimamanda Ngozi. *The Thing Around Your Neck*. Golden Books, 2010.
- Atwood, Margaret. *Power Politics*. Introduction by Jan Zwicky. Toronto: House of Anansi Press, [1971] 2018.
- Brontë, Emily. *Wuthering Heights*, edited by Patsy Stoneman. Oxford: Oxford University Press, 1998.
- Carson, Anne. *Plain Water: Essays and Poetry*. Vintage, 2015.
- Howe, Susan. *That This*. New York: New Directions, 2010.
- James, Henry. *The Turn of the Screw*. London: Penguin Classics, 2011.
- Melville, Herman. *Billy Budd, Bartleby, and Other Stories*. London: Penguin Classics, 2016.
- Plath, Sylvia. *The Collected Poems of Sylvia Plath*. Edited and with an Introduction by Ted Hughes. London: Harper, 2018.
- Snyder, Gary. *No Nature: New and Selected Poems*. Pantheon, 1993.
- Soyinka, Wole, & J. Plastow. *Death and the King's Horseman*. London: Methuen Drama, 2006.
- Strand, Mark. *Collected Poems*. New York: Knopf, 2016.

Secondary sources: basic readings

- Allen, Graham. *Intertextuality*. 2000. London: Routledge, 2006.
- Attridge, Derek. *The Singularity of Literature*. London: Routledge, 2004.
- Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2002.
- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 2008.
- Geoffrey Leech, *A Linguistic Guide to English Poetry*. London: Longman, 1969.
- Gómez Lara, Manuel J. & Juan A. Prieto Pablos, *The Ways of the Word. An Advance Course on Reading and the Analysis of Literary Texts*. Huelva: Servicio de Publicaciones de la Universidad de Huelva, 1994.
- Miller, Joseph H. *On Literature*. New York: Routledge, 2008.

Secondary sources: additional readings

Bibliography on Emily Brontë and *Wuthering Heights*

- Bataille, Georges. "Emily Brontë." In *Literature and Evil*. 1957. Translated by Alastair Hamilton. London: Marion Boyars, 2006, 21-32.
- Eagleton, Terry. *Myths of Power: A Marxist Study of the Brontës*. 1975. London: Palgrave Macmillan, 2005a.
- Gilbert, Sandra, and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. 1979. New Haven, CT: Yale University Press, 1984.



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Hammond, Brean, and Shaun Regan. *Making the Novel: Fiction and Society in Britain, 1600–1789*. London: Palgrave Macmillan, 2006.

Hoeveler, Diane Long, and Deborah Denenholz Morse. *A Companion to the Brontës*. London: John Wiley & Sons, 2016.

Kermode, Frank. *The Classic: Literary Images of Permanence and Change*. New York: The Viking Press, 1975.

Miller, Joseph Hillis. *Fiction and Repetition: Seven English Novels*. Cambridge: Harvard University Press, 1982.

———. *The Disappearance of God: Five Nineteenth Century Writers*. 1965. Chicago: University of Illinois, 2000.

Nussbaum, Martha. "Wuthering Heights: The Romantic Ascent." *Philosophy and Literature* 20, no. 2 (1996): 362–382.

Pykett, Lyn. *Women Writers: Emily Brontë*. Maryland: Barnes and Noble, 1989.

Robbins, Bruce. *The Servant's Hand: English Fiction from Below*. 1986. Durham: Duke University Press, 1993.

Staten, Henry. *Spirit Becomes Matter*. Edinburgh: Edinburgh University Press, 2014.

Thormählen, Marianne, ed. *The Brontës in Context*. Cambridge: Cambridge University Press, 2012.

Bibliography on *The Turn of the Screw*

Bell, Millicent. 1993. "Class, Sex, and the Victorian Governess: James's *The Turn of the Screw*". In Pollak, Vivian R. (ed.) *New Essays on Daisy Miller and The Turn of the Screw*. New York: Cambridge U.P.: 91-119.

Blanchot, Maurice. 1982. "The Turn of the Screw". In Josipovici, Gabriel (ed.) *The Siren's Song: Selected Essays by Maurice Blanchot*. Trans. S. Rabinovitch. Bloomington: Indiana U.P.: 79-86.

Brian, Lee. 1978. *The Novels of Henry James*. London: Edward Arnold.

Briggs, Julia. 1977. *Night Visitors: The Rise and Fall of the English Ghost Story*. London: Faber and Faber.

Despotopoulou, Anna, and Kimberly Reed, eds. *Henry James and the Supernatural*. Springer, 2011.

Goddard, Harold C. 1957. "A Pre-Freudian Reading of The Turn of the Screw". *Nineteenth-Century Fiction* 12 (1): 1-36.

Heilman, Robert B. 1948. "The Turn of the Screw as Poem". *The University of Kansas City Review* 14: 277-289.

———. 1947. "The Freudian Reading of The Turn of the Screw". *Modern Language Notes* 62 (7): 433-445.

Lang, Hans-Joachim. 1964. "The Turns in 'The Turn of the Screw'". *Jahrbuch für Amerikastudien* 9: 110-128.

Lustig, Timothy J. (1994) 2010. *Henry James and the Ghostly*. Cambridge: Cambridge U.P.

Lydenberg, John. 1957. "The Governess Turns the Screws". *Nineteenth-Century Fiction* 12 (1): 37-58.

Orr, Leonard. 2009. *James's The Turn of the Screw*. London: Continuum.

Punter, David. (1996) 2013. *The Literature of Terror: The Modern Gothic*. Vol. 2. New York: Routledge.

Purton, Valerie. 1975. "James' *The Turn of the Screw*, Chapter 9". *Explicator* 34 (3): 1-2.

Robbins, Bruce. (1986) 1993. *The Servant's Hand: English Fiction from Below*. Durham: Duke U.P.

Schleifer, Ronald. 1980. "The Trap of the Imagination: The Gothic Tradition, Fiction, and *The Turn of the Screw*". *Criticism* 22 (4): 297-319.

Shelden, Pamela Jacobs. 1974. "Jamesian Gothicism: The Haunted Castle of the Mind". *Studies in the Literary Imagination* 7 (1): 121-134.

Tintner, Adeline R. 1976. "Henry James's Use of *Jane Eyre* in 'The Turn of the Screw.'" *Brontë Society Transactions* 17 (1): 42-45.

Wilson, Edmund. 1934. "The Ambiguity of Henry James". *Hound & Horn* 7: 385-406.

Bibliography on "Bartleby, the Scrivener"

Anderson, Walter E. "Form and Meaning in 'Bartleby the Scrivener'." *Studies in Short Fiction* 18.4 (1981): 383.

Barnett, Louise K. "Bartleby as alienated worker." *Studies in Short Fiction* 11.4 (1974): 379.

Couch, Daniel Diez. "A Syntax of Silence: The Punctuated Spaces in 'Bartleby, the Scrivener: A Story of Wall-Street'." *Studies in American Fiction* 42.2 (2015): 167-190.

Damjanoski, Milan. "Psychoanalytical Criticism of Bartleby the Scrivener by Herman Melville." *VERMILION International Journal of Literature and Art* 4.1 (2020): 30-41.

Davis, Todd F. "The narrator's dilemma in 'Bartleby the Scrivener': The excellently illustrated re-statement of a problem." *Studies in Short Fiction* 34.2 (1997): 183.

Doloff, Steven. "The prudent samaritan: Melville's 'Bartleby, the Scrivener' as parody of Christ's parable to the

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- lawyer." *Studies in Short Fiction* 34.3 (1997): 357.
- Foley, Barbara. "From Wall Street to Astor Place: Historicizing Melville's "Bartleby"." *American Literature* 72.1 (2000): 87-116.
- Forst, Graham Nicol. "Up Wall Street Towards Broadway: The Narrator's Pilgrimage in Melville's "Bartleby the Scrivener"." *Studies in short fiction* 24.3 (1987): 263.
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- Goldfarb, Nancy D. "Charity as Purchase: Buying Self-Approval in Melville's "Bartleby, the Scrivener"." *Nineteenth-Century Literature* 69.2 (2014): 233-261.
- Reed, Naomi C. "The Specter of Wall Street: "Bartleby, the Scrivener" and the Language of Commodities." *American Literature* 76.2 (2004): 247-273.
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- Nixon, Kari. "If You Don't Know Me by Now: The Failure of Care in "Bartleby, The Scrivener"." *Disability Studies Quarterly* 34.4 (2014).
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- Post-Lauria, Sheila. "Canonical Texts and Context: The Example of Herman Melville's "Bartleby, the Scrivener: A Story of Wall Street"." *College Literature* 20.2 (1993): 196-205.
- Shusterman, David. "The "Reader Fallacy" and "Bartleby the Scrivener"." *New England Quarterly* (1972): 118-124.
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- Verdicchio, Massimo. "'Bartleby the Scrivener': An Allegory of Reading." *Canadian Review of Comparative Literature/Revue Canadienne de Littérature Comparée* 45.3 (2018): 438-448.

Bibliography on Wole Soyinka and *Death and the King's Horseman*

- Booth, James. "Self-Sacrifice and Human Sacrifice in Soyinka's "Death and the King's Horseman"." *Research in African Literatures* 19.4 (1988): 529-550.
- Birbalsingh, E. M. "Soyinka's «Death and The King's Horseman»." *Presence Africaine* 124 (1982): 202-219.
- George, Olakunle. "Cultural Criticism in Wole Soyinka's *Death and the King's Horseman*." *Representations* 67 (1999): 67-91.
- Hakeem Bello. (2014). *The Interpreters: Ritual, Violence, and Social Regeneration in the Writing of Wole Soyinka*. African Books Collective.
- Jain, Jasbir. "The Unfolding of a Text: Soyinka's *Death and the King's Horseman*." *Research in African Literatures* (1986): 252-260.
- Jeyifo, B. (2004). *Wole Soyinka: Politics, Poetics and Postcolonialism*. Cambridge: Cambridge University Press.
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- Ogundele, Wole. "Death and the King's Horseman: A Poet's Quarrel with His Culture." *Research in African literatures* 25.1 (1994): 47-60.
- Ralph-Bowman, Mark. "'Leaders and Left-Overs': A Reading of Soyinka's *Death and the King's Horseman*." *Research in African Literatures* 14.1 (1983): 81-97.
- Soyinka, W. (2005). *Myth, Literature, and the African World*. Cambridge: Cambridge University Press.
- Topper, Ryan. "The Sacrificial Foundation of Modernity in Wole Soyinka's *Death and the King's Horseman*." *Research in African Literatures* 50.1 (2019): 53-79.
- Williams, Adebayo. "Ritual and the Political Unconscious: The Case of *Death and the King's Horseman*." *Research in African Literatures* 24.1 (1993): 67-79.

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Bibliography on selected poets

- Back, Rachel Tzvia. *Led by Language: The Poetry and Poetics of Susan Howe*. Tuscaloosa Alabama; London: University of Alabama, 2002.
- Bassnett, Susan. *Sylvia Plath: An Introduction to the Poetry*. New York: Palgrave Macmillan, 2005.
- Bloom, Harold, ed. *Mark Strand*. Philadelphia: Chelsea House, 2003.
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- Gill, Jo, ed. *The Cambridge Companion to Sylvia Plath*. Cambridge: Cambridge University Press, 2006.
- Gray, Timothy. *Gary Snyder and the Pacific Rim: Creating Countercultural Community*. Iowa City: University of Iowa Press, 2006.
- Howells, Coral Ann, ed. *The Cambridge Companion to Margaret Atwood*. Cambridge: Cambridge University Press, 2021.
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- Nicosia, James F. *Reading Mark Strand: His Collected Works, Career, and The Poetics of the Privative*. New York: Palgrave Macmillan, 2007.
- Scigaj, Leonard M. *Sustainable Poetry: Four American Eco-poets*. Lexington: University Press of Kentucky, 1999.
- Wagner, Linda W., ed. *Sylvia Plath: The Critical Heritage*. London: Routledge, 1988.

2. Further reading

None

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Readings that are not repeated in other subjects on literature in the Degree of English Studies

SCHEDULE

Period	Case study	Lectures	Presentation	Seminar	Text analysis	Text commentary
1# Fortnight	2,0	2,0	0,0	1,0	4,0	1,0
2# Fortnight	2,0	2,0	0,0	1,0	4,0	1,0
3# Fortnight	2,0	2,0	0,0	1,0	4,0	2,0
4# Fortnight	2,0	2,0	2,0	0,0	1,0	1,0
5# Fortnight	2,0	1,0	2,0	0,0	2,0	1,0
6# Fortnight	1,0	1,0	2,0	0,0	2,0	1,0



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Period	Case study	Lectures	Presentation	Seminar	Text analysis	Text commentary
7# Fortnight	1,0	0,0	2,0	0,0	2,0	1,0
Total hours:	12,0	10,0	8,0	3,0	19,0	8,0

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.