Literary trends in contemporary culture

Academic Year: (2019 / 2020) **Review date: 05-05-2020**

Department assigned to the subject: Humanities: Philosophy, Language, Literature Theory Department

Coordinating teacher: CHECA PUERTA, JULIO ENRIQUE

Type: Compulsory ECTS Credits : 6.0

Year : 1 Semester : 1

OBJECTIVES

General skills.

The basic objective of this course is to acquaint students with the main directions of contemporary literary movements, developing that competence for the specific study and analysis of the relationship between literature and the main artistic manifestations of contemporary culture, with special attention to audiovisual media.
A (conceptual skills)
B (procedural skills)
C (attitudinal competencies)

specific skills

- (A) Know the characteristic features and problems of contemporary literature and the main trends that have marked its evolution from a comparative perspective.
- (A) To understand various issues that affect contemporary culture, based on the representation models produced and transmitted from the field of literature.
- (A and B) Understand and be able to analyze the functioning of the various processes of transfer or translation between the literary system and the various artistic and cultural systems, especially audiovisual.
- (B) Apply these transfer models, both individually as developing guidelines groupware, major literary issues studied.
- (C) Assimilate instruments basic analysis to practice critical awareness in reading and contextualization of a text, as well as to study the complex field of interartistic relations (literature and visual arts, literature and cinema, literature and digital media). Relations between word and image.

DESCRIPTION OF CONTENTS: PROGRAMME

1ST WEEK
Lecture: Introduction to the subject. Readings and lectures contents. General System Evaluation Method
Practice Class: Introduction to the subject. Readings and content of practical classes. Evaluation system.
notes:

2nd WEEK
Master Class: The memory of the twentieth century. The experience of the damage and its representation.
main -Read: Jorge Volpi, Oscuro bosque oscuro
Practical class: Memory of the twentieth century. The experience of the damage and its representation.
main -Read: Rodrigo Garcia, Agamemnon Volví del supermercado y le di una paliza a mi hijo.
notes:

3rd WEEK
Master Class: The memory of the twentieth century. The experience of the damage and its representation.
main -Read: Jorge Volpi, Oscuro bosque oscuro
Practical class: Memory of the twentieth century. The experience of the damage and its representation.
main -Read: Rodrigo Garcia, Agamemnon Volví del supermercado y le di una paliza a mi hijo. Delivery of the first practice.
notes:

4th WEEK
Master Class: Poscolonización, racial and cultural conflicts. Immigration and Exile
Main -Read: Toni Morrison, Beloved
Class Practice: Poscolonización, racial and cultural conflicts. Immigration and Exile
Main -Read: B. Marie Koltés, De noche justo antes de los bosques
notes:

5th WEEK
Master Class: Poscolonización, racial and cultural conflicts. Immigration and Exile
Main -Read: Toni Morrison, Beloved
Class Practice: Poscolonización, racial and cultural conflicts. Immigration and Exile
Main -Read: B. Marie Koltés, De noche justo antes de los bosques. Delivery of the second practice.
notes:

6th WEEK
Masterclass: Gender, Feminism and Equality
main -Read: Alice Munro, The Lives of Women
Class Practice: Gender, Feminism and Equality
-Read main Angélica Liddell, La casa de la fuerza
notes:

7th WEEK
Masterclass: Gender, Feminism and Equality
main -Read: Alice Munro, The Lives of Women
Class Practice: Gender, Feminism and Equality
-Read main Angélica Liddell, La casa de la fuerza.
Delivery of 3rd practice
notes:
8th WEEK
Master Class: Conflicts identity and sexuality
main -Read: Elfriede Jelinek, Las amantes
Class Practice: Conflicts identity and sexuality
main -Read: Sarah Kane, Phaedra's Love
notes:

9th WEEK
Master Class: Conflicts identity and sexuality
main -Read: Elfriede Jelinek, Las amantes
Class Practice: Conflicts identity and sexuality
main -Read: Sarah Kane, Phaedra's Love. Delivery of the 4th practice
notes:

10th WEEK
Master Class: The problem of Memory: Historical Memory, Collective Memory and Posmemoria.
main -Read: Javier Marias, Corazón tan blanco
Class Practice: The Problem of Memory: Historical Memory, Collective Memory and Posmemoria.
main -Read: Wajdi Mouawad, Litoral
notes:
11th WEEK
Master Class : The problem of Memory: Historical Memory , Collective Memory and Posmemoria .
main -Read : Javier Marías, Corazón tan blanco.
Class Practice : The Problem of Memory: Historical Memory , Collective Memory and Posmemoria .
main -Read : Wajdi Mouawad , Litoral. Delivery of the 5th practice
notes :

12th WEEK
Lecture: Literature and contemporary moral dilemmas .
Main -Read : J. M. Coetzee , Elizabeth Costello
Class Practice : Literature and contemporary moral dilemmas .
main -Read : D. Mamet's Glengarry Glen Ross
notes :

13th WEEK
Lecture: Literature and contemporary moral dilemmas .

Main -Read : J. M. Coetzee , Elizabeth Costello
Class Practice : Literature and contemporary moral dilemmas .
main -Read : D. Mamet's Glengarry Glen Ross. Delivery of the 6th practice.
notes :

14th WEEK
Master Class : Conclusions
Class Practice : Conclusions
notes :

LEARNING ACTIVITIES AND METHODOLOGY

1. Development of a personal blog (10% of score)
2. Final exam (60% of score)
3. Text Comments: 3 comment (30% of score)

OPTIONAL ACTIVITIES

1. It can deliver a recension on a test rather than one of the three comments. a list of titles from which each student can pick the one that interests you will be proposed.

CLASS PRACTICES

A) METHODOLOGY
1. WORK IS A DRAMATIC TEXT every two weeks.
WHAT THE FIRST MEETING, ARE PROVIDED TO STUDENTS READING THE KEYS TEXT AND VARIOUS TOPICS FOR REFLECTION PROPOSED PERSONAL.
Are keys READING deal with FORMAL CHARACTERISTICS OF TEXT INFORMATION ABOUT THE AUTHOR OR THE AUTHOR, THE TREATMENT OF ISSUES, ETC. GROUP TEACHERS PREPARED A LIST OF ITEMS THAT WILL SERVE COMMON AND FOR MAKING THE FINAL EXAM OF THE SUBJECT.
HOW OFTEN SHOULD CHOOSE ANY STUDENT OF ITEMS PROPOSED FOR REFLECTION AND COMMENTARY TO WRITE A EACH OF THE TEXTS.
Is it advisable NOTE THAT EACH DRAMATIC TEXT LINK TO THE GENERAL MAY issue discussed during those two weeks EVEN THE MASTER AND THAT APPEARS SET FORTH IN SCHEDULE CLASS, BUT EACH TEXT offers multiple possibilities for interpretation and analysis.
WHY SUPPORTING EXPLANATIONS IN THAT FIRST CLASS, EACH TEACHER / A SUPPLEMENTARY MATERIALS MAY PROVIDE SUITABLE TO CONSIDER (other texts, REFERENCES TO TRIALS, TV, cinema, music, painting, etc.). ALSO CAN PROPOSE TO ASK SOME STUDENTS VOLUNTARILY MATERIALS (LINKS, ETC.)
WHAT IS IT THE SECOND SESSION TO OPERATE CLASS participatory manner, BOTH FOR THE FULL GROUP AS THROUGH DIALOGUE BETWEEN SEVERAL SMALLER GROUPS. Ideally THIS SECOND SESSION ALWAYS HAD THE DEBATE FORMAT or dialogue, but can also serve STUDENTS OFFERED FOR ANY TYPE OF PRESENTATION OR ANY MORE CREATIVE PROPOSAL. IN ANY CASE, THE DISCUSSION ORGANIZED COULD FROM THE PROPOSED THEMES FOR THE FIRST MEETING.

ASSESSMENT SYSTEM

B) EVALUATION
ASSISTANCE TO CLASS IS CONSIDERED MANDATORY
ALL STUDENTS MUST CARRY OUT THE SIX PRACTICES DURING THE SEMESTER, BUT ONLY ASKED TO BE DELIVERED 3 of them.
EVERY TEACHER / A ASKED DURING THE SEMESTER THREE COMMENTS each student. ORDER WOULD BE EASIER IT IN EVERY KIND, randomly COMMENTS TO A THIRD OF STUDENTS. If a student DELIVERY NO COMMENT ARE DEEMED NOT DONE AND THEREFORE QUALIFY AS IS NOT COLLECT COMMENTS 0. OUT OF CLASS OR DELIVERED BY STUDENTS ON BEHALF OF OTHER STUDENTS.
It DESERVES THE PENALTY THAT CONSIDER WORKSHOPS MUST BE ACTIVE AND THAT IS IMPORTANT TO ASSESS PRACTICES WILL ALSO THOSE SAME TIME HELPFUL TO PREPARE THE FINAL EXAM OF THE SUBJECT.
MAXIMUM RATING FOR EACH COMMENT is 1 point. THE TOTAL OF THE QUALIFYING PRACTICE BE 3 POINTS.
COMMENTS BE RETURNED, also every two weeks.
IF ANY STUDENT WOULD LIKE ANY PRACTICE DELIVER MYSELF, THE PROFESSOR WILL ACCEPT AND CORRECT, BUT THAT DOES NOT MEAN THAT joined the Practice Note.

C) FORMAT COMMENTS
They HAVE A STRICT NO EXTENSION, BUT SHOULD NOT BE LESS THAN A COUPLE OF PAGES printed on one side, with conventional VARIATIONS OF SPACING, MARGINS AND FONT.
IT IS IMPORTANT THAT THE TEXT IS PROPERLY WRITTEN (SPELLING, appropriate vocabulary, SYNTAX,

TEXTUAL ORGANIZATION GOOD ...)
MAINSTREAM STUDENT BIOGRAPHICAL PREVENTED, EXTENSIVE APPOINTMENTS, ETC. WOULD BE SUITABLE TO ALL HAD A PERSONAL COMMENTARY. NO NEED TO GO TO OTHER SOURCES TO REFLECT ON A PAIR OF PAGES ON SOME ISSUES OF PROPOSALS.
It is important to stick to a single subject and to avoid making a shallower tour of several of the proposed themes.

% end-of-term-examination:	60
% of continuous assessment (assigments, laboratory, practicals…):	40

BASIC BIBLIOGRAPHY

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