MA PROGRAMME IN
ENGLISH LITERATURE AND LINGUISTICS

www.maenglishugr.com

STUDENT GUIDE
2019 – 2020

ACADEMIC COORDINATOR:
Margarita Carretero González (carretero@ugr.es)

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Ángel Felices Lago (afelices@ugr.es)
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### IMPORTANT INFORMATION, DATES AND DEADLINES FOR STUDENTS AND FACULTY

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<tr>
<th>Dates</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Sep. – 31st Oct 2019</td>
<td>Registration renewal</td>
</tr>
<tr>
<td>1st Oct. – 30th Nov. 2019</td>
<td>Change type of studies: full-time or part-time.</td>
</tr>
<tr>
<td>1st Oct. – 20th Dec. 2019</td>
<td>Change courses with a right to getting your money back. You can drop a course, and enroll in a new one, provided no more than 20% of the course has been taught, or completely quit the MA Programme. After December 20th you won’t get your money back.</td>
</tr>
<tr>
<td>1st Oct. 2019 – 27th Feb. 2020</td>
<td>Change courses. You can drop a course, and enroll in a new one, provided no more than 20% of the course has been taught, or completely quit the MA Programme. After December 20th you won’t get your money back.</td>
</tr>
<tr>
<td>4 – 29th November 2019</td>
<td>Application period for the special completion of studies examination period</td>
</tr>
<tr>
<td>2nd Dec. 2019 – 27th Feb. 2020</td>
<td>Special completion of studies examination period</td>
</tr>
<tr>
<td>23rd February, 2020</td>
<td>Deadline to decide on the topic of your MA Thesis</td>
</tr>
<tr>
<td>14th June 2020</td>
<td>Examination period ends, except for MA Thesis defense (1st call)</td>
</tr>
<tr>
<td>24th July 2020</td>
<td>MA Thesis public presentation and defense period ends (1st call)*</td>
</tr>
<tr>
<td>1st - 25th September 2020</td>
<td>Examination period for all courses, including MA Thesis public presentation and defense*</td>
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</table>

* There are two deadlines to submit the final version of your MA dissertation: for June / July, the deadline will be at least 15 days before the date of the public presentation of your MA thesis, for September it will be 10th September 2020.

- For further information on important rules and deadlines concerning enrollment alteration see: http://escuelaposgrado.ugr.es/pages/masteres_oficiales/calendario_precios_publicos

- For further information please contact our academic coordinator, Dr. Margarita Carretero-González (carreter@ugr.es).

- For formal complaints and suggestions see also: http://masteres.ugr.es/maenglish/pages/contacto
MA THESIS (a.k.a. TRABAJO DE FIN DE MÁSTER, OR TFM)

The 20-credit MA dissertation (a.k.a. “Trabajo de Fin de Máster”, or TFM) is a compulsory module in our MA programme. Each student must decide on the topic, and negotiate with a professor to be his or her supervisor.

This guide contains information on each of the available research lines, and the professors who are responsible for them (see the corresponding section below).

There is a form that will have to be filled in by the student, under the advice of the professor. This document, signed by the student and the professor, must be sent to the academic committee of the MA programme before 23rd February 2020.

You need to pass all your courses to be allowed to present your TFM

Students must prepare four printed copies of their MA dissertation: one for one their supervisor and one for each of the three members of the evaluation committee (unless they express preference for an electronic one), and an electronic copy for the academic committee. The printed copies must be deposited at the administrative office of the Departamento de Filologías Inglesa y Alemana; the electronic copy must be sent as a PDF document to the academic coordinator.

The MA dissertation must have an extension of 10,000 - 15,000 words (excluding notes and references). A word count must be included after the main body of the text, and before the bibliography. MA theses that do not meet this requirement will be rejected.

The public defence of the MA dissertation before the evaluation committee should consist of a 15-minute presentation, during which the student must provide a brief account of the methodology, objectives, and results obtained in the process of elaboration of his / her MA dissertation. This presentation should never consist of a mere summary of the contents of the dissertation. After this presentation, the members of the evaluation committee will comment on the dissertation, and they may also pose questions for the student about its methodology or contents.

The subject of your MA dissertation and the way it is approached should result in a reasonably original contribution to the field. The choice of subject, and the methodological approach to it, must be clearly and properly justified in the dissertation, and they must also be discussed during its public defence.

The MA dissertation must focus on a specific topic that must be dealt with a reasonable degree of depth and detail. It is therefore not a good idea to come up with subjects that are too generic. For example, titles such as “William Shakespeare’s Plays”, or “Methods for Teaching English as a Second Language” are too generic, and they are such wide-ranging topics that trying to deal with them in a 10,000 – 15,000-word essay would lead to an extremely shallow MA dissertation.

Your MA dissertation must also be properly and clearly structured. It should consist of an abstract, introduction, development of the central subject (e.g. methodology, analysis and discussion), conclusions and references (plus appendixes if necessary).
The ideas, and the analysis that you propose in your MA dissertation must be properly argued, founded upon empirical evidence first, and also supported with secondary bibliography.

Your conclusions should result from a close reading and / or analysis of your subject, primary texts, corpora, or any other empirical object that may constitute the focus of your research.

You are also expected to consult secondary literature, but your final analysis must result first and foremost from a close study and evaluation of the primary object of research, and never from a simple summary, or just a miscellany of critical opinions culled from secondary literature.

It is, however, very important to be aware of the state of the art in the field and the subject you are working with: this should always be your starting point. In this regard, the introduction to the MA dissertation should in many cases consist of a brief survey and a critical account of the current state of the field, and its relevance for the topic of research you are about to focus on.

See appendix 1 (in Spanish) for more specific rules concerning your MA Thesis

**Plagiarism**

We have a very strict policy against plagiarism. Those students who plagiarise in any of their essays or in their MA dissertation will be liable to a variety of disciplinary measures that range from a delay in the presentation of their MA dissertation to expulsion from the programme and the U. of Granada.
INFORMATION ABOUT COURSES*

* For more details about a particular seminar you should contact the professor(s) who teach(es) it.
LITERATURE
**INTRODUCTION TO RESEARCH METHODS IN ENGLISH LITERATURE: FROM THE MIDDLE AGES TO THE 21ST CENTURY**

Introducción a la investigación en Literaturas en Lengua Inglesa, desde la Edad Media hasta el Siglo XXI

<table>
<thead>
<tr>
<th>MODULE/Módulo</th>
<th>SUBJECT/Materia</th>
<th>YEAR/ Curso</th>
<th>SEMESTER/ Semestre</th>
<th>ECTS</th>
<th>TYPE/Carácter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Introduction to Research Methods in English Literature: From the Middle Ages to the 21st Century</td>
<td>2019-2020</td>
<td>1</td>
<td>5</td>
<td>Compulsory for literature students</td>
</tr>
</tbody>
</table>

**PROFESSOR/ Profesor(es)**

Dr. Margarita Carretero González  
Dr. Miriam Fernández Santiago

**CONTACT/ Dirección completa de contacto para tutorías**  
(Dirección postal, teléfono, correo electrónico, etc.)

- Dpto. de Filologías Inglesa y Alemana
- Facultad de Filosofía y Letras
- Campus Universitario de Cartuja s/n
- 18071 Granada
- Despachos F3 y F9

**HORARIO DE TUTORÍAS**

- Prof. Miriam Fernández Santiago  
  Office F9 (by appointment)  
  T1: Tu/Thu: 12:30-14:30  
  T2: Tu/Thu: 09:00-11:00
- Prof. Margarita Carretero González  
  Office: F3  
  T1: Mon/Wed: 10.30 – 13.30  
  T2: Wed: 10:00 – 14.00 and 16.00 – 18.00
- Always book your time-slot at reservatutoriasmargarita.schedulething.com

**MÁSTER EN EL QUE SE IMPARTE**

Máster Universitario en Literatura y Lingüística Inglesas

**OTROS MÁSTERES A LOS QUE SE PODRÍA OFERTAR**

**PREREQUISITES AND/OR RECOMMENDATIONS**  
Prerrequisitos y/o recomendaciones (si procede)

- Minimum level of English: C1

**BRIEF DESCRIPTION OF COURSE CONTENTS**  
Breve descripción de contenidos (según memoria de verificación del máster)

This is a compulsory introductory course to doing research in the area of literature. It will equip students with the basic theoretical and practical knowledge to help them tackle their final MA dissertation. The course will also set the foundations for other advanced courses.
### General Competencies

- Students should acquire and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context (CB1).
- Students should be able to apply acquired knowledge and problem solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study (CB2).
- Students should be able to integrate knowledge and face the complexity of making judgments from information that, being incomplete or limited, include reflections on social and ethical responsibilities related to the application of their knowledge and judgments (CB3).
- Students should know how to communicate their conclusions - and the knowledge and last reasons that support them - to specialized and not specialized audiences clearly and unambiguously (CB4).
- Students should possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous (CB5).

### Specific Competencies

- Students should develop skills that allow them to select and use reliable information for their research topic.
- Students should know and be able to identify the thesis of a research essay and establish the argumentative procedures used by the author to elaborate on that thesis and reach the conclusions presented in the essay.
- Students should be able to know, identify and critically evaluate the most widespread theories, methods and current results of research in the field of literature in English, as well as the different epistemological approaches available.
- Students should be able to write a piece of academic literary criticism making sure not only that they structure their argument appropriately but that they acknowledge their sources and use correctly a citation system, thus avoiding to incur in plagiarism.
- Students should be able to present and publicly defend a dissertation proposal.
- CE1 - To know and critically appraise the most widespread theories, methods and results of research in the field of literatures in English.
- CE2 - Identify case studies and the different epistemological approaches available to elaborate and defend arguments, as well as solve problems within the area of study of literatures in English.
- CE3 - Design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
- CE4 - Explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.
- CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.
- CE6 - Develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.
- CE7 - Know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or
postcolonial studies and translation.

**OBJECTIVES**

**Objetivos (expresados como resultados esperables de la enseñanza)**

Students are expected to prepare in advance the scheduled tasks of reading, individual work and group work; be attentive to the development of the sessions; ask questions that they do not know or understand clearly; be disciplined and proactive; be respectful to their classmates and teacher; collaborate actively and constructively; and be clear in their expositions and meticulous in their work. More specifically, the student's attitude should show:

1. A taste for reading literary texts in English, in any of its genres.
2. Interest and intellectual curiosity to analyze and understand literary texts in English.
3. Interest and intellectual curiosity to know and appreciate other cultures, to value their specificity, and to relate it critically to their own culture.
4. Predisposition to the plural and informed debate of theories, interpretations and texts through critical analysis and reasoned argumentation.
5. Desire to take responsibility for autonomous learning in literary texts in English.
6. Predisposition to the generation of new ideas.
7. Acceptance that the hermeneutic interpretation of a text is only one among the many possible readings that can generate said text.
8. Acceptance of the plurality intrinsic to literature, and assimilation of the diversity of voices, ideologies, realities and visions of the world represented and generated by literary texts.

**DETAILED DESCRIPTION OF THE CONTENTS**

**Temario detallado de la asignatura**

1. Introduction
   Getting organized as a researcher
   2. Research methods in literature
      Introduction: Literary Theory, Literary Criticism and Literary Analysis
      Locating, using and synthesizing information in Literary Studies
      Conducting and Publishing Literary Research
      Writing a literary dissertation
   3. Critical Tools:
      Introduction to classical visions of literature in Europe: from Aristotle to the Renaissance.
      Introduction to Modernity: 17th to early 19th century.
      Main Critical Approaches in the 20th and 21st centuries.

**RECOMMENDED BIBLIOGRAPHY**

**Bibliografía:**

**RECOMMENDED LINKS**

**Enlaces recomendados**

Setting Out References (Style Guides):

1. [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)

Academic Writing in English:


**EDUCATIONAL METHODS**

**Metodología docente**

1. Teachers' class exhibitions with computer and media support in audiovisuals, in which the main concepts of the subject are developed and the bibliography is provided to complement student learning (MD1).
2. Critical reading of texts recommended by the teacher of the subject: Press articles, reports, manuals and / or academic articles, or for your subsequent discussion in class, or to expand and consolidate the knowledge of the subject (MD2).
3. Resolution of practical cases, problems, etc. ... raised by the teacher. These will be done individually or in groups (MD3).
4. Exposition and discussion in class, under the moderation of the teacher related to the content of the subject, as well as practical cases (MD4).
5. Preparation of individual and group work and reports (MD5).
6. Classroom presentation on a text or research article recommended by the teacher (MD6).

**EVALUATION**

**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**

**Assessment criteria:**

Criteria are based on the degree of achievement of the following learning outcomes.

3. To know, identify and critically evaluate the most widespread theories, methods and current results of research in the field of literature in English, as well as the different epistemological approaches available.
4. To develop and defend arguments and solve problems within the area of study of literatures in English.
5. To manage and to understand the primary texts and the secondary bibliography in the different critical currents and different periods of the history of the literatures in English as the manifestation of cultural and political practices in a certain historical context.
6. To design and develop research projects in this discipline.
7. To visualize the results of these research projects in critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
8. To present and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.

**Assessment procedure**

1.- 30%: **Readings and participation:** Students are expected to do set readings, attend classes and participate actively.

2. **Class discussion:** Writing a proposal (10%)

3. **Class discussion:** Critical and literary analysis (20%). Students will debate the contents of the critical
readings assigned and analyze an assigned literary text from the diverse critical perspectives discussed in class.

2.- 70%: Oral presentations:

4. Theoretical (40%): Students will present the contents of one of the critical readings assigned (10-15 minutes) in order to elicit class discussion.

5. Practical (30%): Students will be required to apply the learning outcomes acquired during the course by presenting an 500-word abstract for a research proposal on a topic of their choice (preferably that of their MA Thesis). The abstract should include a tentative thesis statement, justification and objectives of research, methodology and critical instrument used and expected results, and it should be accompanied by a list of primary and secondary sources.

ADDITIONAL INFORMATION
Información adicional

The rest of courses in Literature are elective. You must choose 35 credits from the following
## Cultural Materialism and North-American Literature

<table>
<thead>
<tr>
<th>Module/Módulo</th>
<th>Subject/Materia</th>
<th>Year/curso</th>
<th>Semester/Semestre</th>
<th>ECTS</th>
<th>Type/Carácter</th>
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</thead>
<tbody>
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<td>Master’s Programme in English Literature and Linguistics</td>
<td>Cultural Materialism in North-American Literature</td>
<td></td>
<td>1</td>
<td>5</td>
<td>Optional</td>
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</tbody>
</table>

### Professor/Profesor(es)

1. Dr. Mauricio D. Aguilera Linde

### Contact/Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)

Departamento de Filologías Inglesa y Alemana  
Campus Universitario de Cartuja s/n  
18071, Granada – España  
Prof. Mauricio D. Aguilera Linde  
Office: 20  
958241000 ext. 20240  
aguilera@ugr.es

### Horario de Tutorías/Office Hours

Mondays and Wednesdays: 15:30-17:30;  
Tuesdays: 19:00-20:00

### Master Where It is Offered/Máster en el que se imparte

Máster en Literatura y Lingüística Inglesas  
Master in English Literature and Linguistics

### Other Masters Where it Could Be Offered / Otros másteres a los que se podría ofertar

### Prerequisites and/or Recommendations  
Prerrequisitos y/o recomendaciones (si procede)

Level C1 of English/ Nivel de Inglés C1
BRIEF DESCRIPTION OF COURSE CONTENTS
Breve descripción de contenidos (según memoria de verificación del máster)

THEORETICAL
Artistic discourses can be analyzed as literary “sites of contest” (Raymond Williams 1973) whereby a number of different voices merge and collide. The aim of this course is not only to learn some strategies to read the ideologically dominant values (hegemony) which take up the central position of the texts, but also to unearth those marginal voices that have been muffled, silenced or simply erased. Special attention will be paid to parody as a strategy of genre-deviation (Hutcheon 2000) and to some other “reverse discourse” elements (Foucault 1978) in American fiction. Genre is never a fixed, immutable concept, and the principle of genre-bending plays a key role in the production of meaning of any literary text. Through epistemic frictions and counter-memory we resurrect violent exclusions, tensions, struggles and clashes that were erased and forgotten.

PRACTICAL
Students will be given a plethora of discourses (literary, filmic, photographic and political, among others) to apply the theoretical concepts discussed in class.

GENERAL AND SPECIFIC COMPETENCIES
Competencias generales y específicas del módulo

CG2- To develop strategies that allow the students to carry out their learning in an autonomous, self-confident way.
CG3- To be able to browse sources of information in a variety of different registers (oral, written, digital) and discriminate relevant ideas that may prove to be useful for their research interests.
CG4: To master the use of new technologies as tools of both learning and circulation of ideas.
CG5: To understand long, complex texts (either literary or belonging to any other discourse).
CG6- To develop an ability to make a presentation of their topics of research with a clear and relevant conclusion either orally or in a written form.
CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.
CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.
CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.
CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.
CE6 – To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.
CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.
CE8. To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in areas of English linguistics such as lexicography, sociolinguistics and historical linguistics, among others.
CE9 – To know the principles of corpus linguistics and its different applications in various interdisciplinary fields.
CE10. To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual teaching.
(i) To analyze dominant/emergent/residual elements in any given artistic text. Read and apply Raymond Williams’ article (1973) in order to be able to distinguish establishment values and marginal ideas in a selection of texts.

(ii) Read and discuss Medina’s article (2011) on counter-memory, epistemic friction and guerrilla pluralism in order to grasp the critic’s task of resurrecting and/or de-subjugating knowledges. Gramsci’s seminal idea of hegemony as a negotiable, perpetually threatened and recreated system, as opposed to Althusser’s economic determinism, will be amply discussed.

(iii) Read and discuss Jan Assman’s binary model of memory and be able to identify how memory frames (communicative and cultural) operate in a literary discourse.

(iv) To analyze modality (direct point of view) and vocabulary (indirect point of view) of a given text to elicit the ideological conflicts which permeate its linguistic structure. Read and apply Roger Fowler’s ideas to a selection of excerpts taken from American short fiction in informal response papers.

(v) To identify and locate the genre/subgenre and its linguistic components of any short story/play through a study of the commonest genres used by the author: melodrama, frontier story, Gothic tale, tall tale, detective/crime story, local color fiction, etc.

(vi) To identify and locate the components of a genre which have been erased, disrupted, dislocated and parodied. Students must read and apply Hutcheon’s postmodern notion of parody and Foucault’s “reverse discourse” strategies to a number of short stories/plays discussed in class.

**DETAILED DESCRIPTION OF THE CONTENTS**

**Temario detallado de la asignatura**

- Base and superstructure in classic Marxist thought: The foundations. Reading of Raymond Williams’ 1973 seminal article.
- Hegemony: from Georg Lukacs to Antonio Gramsci. Intention and Subalterns.
- Selective Tradition and fault lines.
- Non-dominant elements; emergent and residual; alternative and oppositional; incorporated and non-incorporated.
- Reading of Tennessee Williams’s “Something about Him” (1946): Power dynamics: covenanted community, vigilante tradition and the individual.
- Emerson’s “Self-Reliance” vs. Puritanism and pioneers.
- Movie-watching: “Speedy” (1928), dr. Ted Wison: Analysis of the emergent “Culture of Abundance” (Susman 1984) and the gradual dissolution of the agrarian-producer society, its institutions and values.
- Foucault’s subjugated knowledge and epistemic insurrections. Walter Benjamin’s “Angelus Novus” and the concept of guerrilla pluralism. Reading of Jose Medina’s article.
- Reading of Tennessee Williams’s “Two on a Party”: Location of discourses/truths and counter discourses/untruths in the text.
- Postmodern parody (Hutcheon) and the constitution of a “discours en retour”.
- Rancière’s classification of images.
- Reading of Maria Irene Fornes’s “Mud” (1983). Reverse discourse strategies through a comparison with Man Ray’ L’etoile de mer (1928).
- Memory frames: Communicative and Cultural.
- Dromenon, legemenon and deiknymenon.
- Saroyan’s “Around the World with General Grant” (1937): memory frames at clash, liminality and...
diasporic identity.

**RECOMMENDED BIBLIOGRAPHY**

**Bibliografía:**


—“‘Zoo in Madrid’: Hope and Betrayal in the Spanish Civil War” has been included in *Complutense Journal of English Studies* 25 (2017): 147-158: [http://dx.doi.org/10.5209/CJES.5533](http://dx.doi.org/10.5209/CJES.5533).


**RECOMMENDED LINKS**

**Enlaces recomendados**

**EDUCATIONAL METHODS**

**Metodología docente**

Master classes
Workshops on set tasks
In-class discussions and debates
Oral presentations on suggested topics
EVALUATION
Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments

Assignments will consist of short essays based on readings, informal writings in class, oral presentations and class discussion on debatable topics. There will be a final exam.

Evaluation Criteria

Ability to apply the critical concepts discussed in class to texts, use of English, hermeneutic abilities and organization/structure will be assessed in the different assignments.
The grade distribution will be: 40% will be given to the short response papers; 5% will be given to in-class discussions and active participation; the remaining 55% will be given to the final exam.

Continuous Evaluation

Class attendance is compulsory. A number of total unjustified absences may lower the grade or result in the student’s impossibility to get a pass.

ADDITIONAL INFORMATION
Información adicional

Class attendance is compulsory.
## LITERATURE AND OTHERNESS: COMPLEMENTARY APPROACHES FROM GENDER AND POSTHUMANIST STUDIES

**Literature and Otherness: Complementary Approaches from Gender and Posthumanist Studies**

<table>
<thead>
<tr>
<th>MODULE/Módulo</th>
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<td>Master’s Programme in English Literature and Linguistics</td>
<td>Literature and Otherness: Complementary Approaches from Gender and Posthumanist Studies</td>
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<td>1</td>
<td>5</td>
<td>Elective</td>
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</table>

### PROFESSOR/Profesor(es)

- Dr. Margarita Carretero-González
- Dr. Gerardo Rodríguez-Salas

### CONTACT/ Dirección completa de contacto para tutorías
(Dirección postal, teléfono, correo electrónico, etc.)

- Departamento de Filologías Inglesa y Alemana
- Campus Universitario de Cartuja s/n
- 18071, Granada – España

- Prof. M. Carretero-González
  - Office: F3
  - Telf.: 958 241000 (Ext. 20132)
  - email: carreter@ugr.es

- Prof. G. Rodríguez-Salas
  - Office: F2
  - Telf.: 958 241000 (Ext. 20131)
  - Email: gerardor@ugr.es

### OFFICE HOURS/ Horario de tutorías

- Prof. M. Carretero-González
  - 1st. Semester: M & W: 10.30-13.30
  - 2nd. Semester: W: 10.00-14.00; 16.00-18.00

- Prof. G. Rodríguez-Salas
  - 1st. Semester: M & W: 10-13
  - 2nd. Semester: M & W: 9.30-12.30

### MASTER WHERE IT IS OFFERED/ Máster en el que se imparte

Máster en Literatura y Lingüística Inglesas
Master in English Literature and Linguistics

### OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar

<table>
<thead>
<tr>
<th>PREREQUISITES AND/OR RECOMMENDATIONS</th>
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</table>
BRIEF DESCRIPTION OF COURSE CONTENTS
Breve descripción de contenidos (según memoria de verificación del máster)

THEORETICAL

This course addresses the study of the concepts of alterity and subalternity, as theoretically developed by Lévinas and Gramsci. Our goal is to study the different forms of expression that the silenced subaltern finds in literature due to gender, sexual orientation or species.

Dr. Rodríguez Salas’s sessions will be divided into two main thematic blocks: Studies of Masculinities and Trans Theory. Until recently, the official approach in Gender Studies has been feminism. The present course aims to visibilize the increasing attention paid to alternative fields within Gender Studies, such as the Studies of Masculinities or Trans identities.

The Studies of Masculinities will be studied in their three waves, outlining some of the central issues: hegemonic masculinity (Connell), homosociality and homosexual panic (Lipman-Blumen, Sedgwick, Segal), gender box (Katz), etc. Further attention will be given to the concept of ‘Female Masculinity’, as a way to show the fluidity of gender and its separation from biological determinism. Here the studies by Stoller, Butler and particularly Halberstam will be central.

Trans Studies will lead to the ultimate problematisation of the dyad sex/gender. After offering a clarifying terminological distinction and discussing the growing range of non-normative identities subsumed within the label ‘trans’ (Pratt), the course will provide a historical revision of Trans Studies, paying special attention to detractors (Daly, Raymond, Hausman) and supporters (Stone, Butler, Stryker, Halberstam, Meyerowitz) within feminist studies. Central concerns such as embodiment, biomedical discourse, and the (de/re)construction of the notion of ‘woman’ will be addressed.

Dr. Carretero González’s sessions will look at the most relevant theories on posthumanism (Wolfe, Haraway, Hayles and Braidotti), broadly understood as a reconceptualization of reality which rejects the essentialist separation between human and other-than-human nature, looking at nature and culture as part of a mutually defining continuum, as already expressed by ecofeminist theorists (Plumwood, Warren, Shiva & Mies among many others). Possibly the most popular version of posthumanism is that which looks into the possibilities offered by technology for human enhancement, yet this course will show that focusing exclusively on this aspect (the transhuman, in fact) runs the risk of perpetuating the centrality of the human, rather than inserting it in the wider ontological, cultural and ecological contexts in which humans actually belong (Deleuze and Guattari).

Once the theoretical framework has been presented to students, they will then have to use the posthuman lens to analyse the literary corpus. The chosen texts prove particularly useful to illustrate the theoretical nuances expressed by Braidotti’s Post-Humanism – understood as “Life beyond the self” – and Post-Anthropocentrism, or “Life beyond the species”.

PRACTICAL
The primary sources for the course, which serve as practical applications of the theoretical tenets, will be the following:

Christopher Isherwood’s *A Single Man* (1964) and Tom Ford’s film adaptation (2009).
Paul Auster’s *Timbuktu* (1999).

**GENERAL AND SPECIFIC COMPETENCIES**

**Competencias generales y específicas del módulo**

**Basic and general**
- CG1. To develop communicative interpersonal and interlinguistic mediation skills
- CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
- CG3. To search for information (in any sort of format) and turn it into knowledge.
- CG4: Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
- CG5. To understand long and complex texts of any sort (technical, narrative, or literary)
- CG6. To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
- CB6. To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
- CB7. To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
- CB8. To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
- CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
- CB10 - To have the learning skills that allow students to keep studying in a way that will be largely autonomous

**Transversal**
- CT1 - Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.

**Specific**
- CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.
- CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.
- CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
- CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.
CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.

CE6 - To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.

CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>Objetivos (expresados como resultados esperables de la enseñanza)</th>
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<tbody>
<tr>
<td>- To acquire a critical understanding of the theories stemming from the concepts of alterity subalternity, particularly as they apply to the fields of gender studies, ecocriticism and ecofeminism, and posthumanism.</td>
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<tr>
<td>- To apply this critical understanding to the literary texts selected for their analysis from one of the chosen theoretical approaches.</td>
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<td>- To show clarity and correctness in English, both written and spoken.</td>
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<thead>
<tr>
<th>DETAILED DESCRIPTION OF THE CONTENTS</th>
<th>Temario detallado de la asignatura</th>
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<tbody>
<tr>
<td>PART I: MASCULINITY IN CRISIS</td>
<td></td>
</tr>
<tr>
<td>1. Theoretical framework</td>
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<tr>
<td>2. Christopher Isherwood’s <em>A Single Man</em> (1964)</td>
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<td>3. Tom Ford’s film adaptation (2009)</td>
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<tr>
<td>PART II. TRANSGENDER AND TRANSEXUAL THEORY</td>
<td></td>
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<tr>
<td>2. Tom Hooper’s film adaptation (2015)</td>
<td></td>
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<tr>
<td>PART III. ECOFEMINISM AND POSTHUMANISM</td>
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<tr>
<td>2. Paul Auster’s <em>Timbuktu</em> (1999)</td>
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<tr>
<th>RECOMMENDED BIBLIOGRAPHY</th>
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<tr>
<td>PART I: MASCULINITIES</td>
<td></td>
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<tr>
<td>Compulsory readings</td>
<td></td>
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</tbody>
</table>


Connell, R. W. and James W. Messerschmidt. “Hegemonic Masculinity: Rethinking the
Complementary readings


Demetrakis Z. Demetriou: 'Connell's Concept of Hegemonic Masculinity: A Critique'. Theory and


PART II: TRANSGENDER AND TRANSEXUALITY

Compulsory readings


Complementary readings


—__, 2005, “Against transgender rights: Understanding the imperialism of contemporary transgender politics”, in Sex change, social change: Reflections on identity, institutions, and imperialism,


III. ECOFEMINISM & POSTHUMANISM

**Compulsory reading**


**Complementary readings**


### RECOMMENDED LINKS

Enlaces recomendados

To be determined by the tutor in each case

### EDUCATIONAL METHODS

Metodología docente

Introductory master classes
Textual analysis and debate sessions
Autonomous work.

### EVALUATION

Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments
- Attendance and class participation (30%)
- Final examination: 70%

### ADDITIONAL INFORMATION

Información adicional
<table>
<thead>
<tr>
<th>MODULE/Módulo</th>
<th>SUBJECT/Materia</th>
<th>YEAR/Curso</th>
<th>SEMESTER/Semestre</th>
<th>ECTS</th>
<th>TYPE/Carácter</th>
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<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Feminism: Silences and Absences in English Literature</td>
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<tr>
<th>PROFESSOR/ Profesor(es)</th>
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<tbody>
<tr>
<td>Departamento de Filologías Inglesa y Alemana</td>
</tr>
<tr>
<td>Campus Universitario de Cartuja s/n 18071, Granada – España</td>
</tr>
<tr>
<td>Prof. María José de la Torre. Office F7. Email contact: exclusively via SWAD.</td>
</tr>
<tr>
<td>Prof. Gerardo Rodríguez Salas. Office F4. Email contact: exclusively via SWAD.</td>
</tr>
<tr>
<td>Prof. Adelina Sánchez Espinosa. Office F17. Email contact: exclusively via SWAD</td>
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<th>OFFICE HOURS/Horario de tutorías</th>
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<td><a href="https://oficinavirtual.ugr.es/ordenacion/GestorInicial">https://oficinavirtual.ugr.es/ordenacion/GestorInicial</a></td>
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<tr>
<td><a href="http://www.diaugr.es/">http://www.diaugr.es/</a></td>
</tr>
<tr>
<td>Prof. María José de la Torre. 1S: Fridays, 09:00-15:00 2S: Mondays and Wednesdays, 10:30-12:30; and Wednesdays 16:00-18:00 Office hours arrangement: by appointment via this link: <a href="http://reservarmjt.schedulething.com/">http://reservarmjt.schedulething.com/</a></td>
</tr>
<tr>
<td>Prof. Gerardo Rodríguez Salas: 1S: Mondays and Wednesdays: 10–13h</td>
</tr>
</tbody>
</table>
### 2S: Mondays and Wednesdays: 9.30–12.30h
Check the instructor’s webpage: [https://sites.google.com/site/gerardougr/cv/office-hours](https://sites.google.com/site/gerardougr/cv/office-hours)

**Prof. Adelina Sánchez Espinosa**
1S: Tuesdays, 09:00-15:00
2S: Tuesdays and Thursdays, 10:30-13:30.
Office hours arrangement: by appointment via this link: [http://adelina.schedulething.com/](http://adelina.schedulething.com/)

### Master Where It Is Offered / Máster en el que se imparte

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<tr>
<th>Master in English Literature and Linguistics</th>
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### Other Masters Where It Could Be Offered / Otros másteres a los que se podría ofertar

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<thead>
<tr>
<th>Master en Literatura y Lingüística Inglesas</th>
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### Prerequisites and/or Recommendations / Prerrequisitos y/o recomendaciones (si procede)

Students should have completed the compulsory course on Introduction to Research Methods in English Literature

### Brief Description of Course Contents / Breve descripción de contenidos (según memoria de verificación del máster)

This is a hands-on course on how feminist epistemologies can be applied to literary texts across genres and history to generate readings that underscore, enhance, shift and/or problematise the received interpretation of texts. This is addressed in three sections (A, B and C), each of them taught by a lecturer specialised in the literary works chosen for analysis from a feminist perspective. We have joined our strengths to add to the solidity of the course, and have taken special care to harmonise our teaching methodology and evaluation criteria.

A. The first section appropriately brings the more solid theoretical component. Students will become familiar in very general terms with French feminist theories (Cixous, Irigaray and Kisteva) and gynocriticism (Showalter, the latter with an application of selected fragments of Virginia Woolf’s *A Room of One’s Own* and Alice Walker’s “In Search of Our Mothers’ Gardens”), thus gaining a brief yet comprehensive theoretical framework that they will be able to apply to the selected literary readings for the course.

B. The second part taps into feminist ideas and channels them into a more unfamiliar, perhaps even unexpected, territory in this field. Now that students have gained a foothold on feminist readings, two new paradigms - genre and period - are introduced in the study of the Anglo-Saxon epic poem *Beowulf*. Precisely due to the very remoteness of the poem, straddling two very different, even antagonistic cultures and worldviews, this Old English poem lends itself very aptly to feminist scrutiny. Applying this perspective to *Beowulf* will help “establish the unspoken in the
text” (C. Belsey). After helping students bridge the time gap with Anglo-Saxon times by taking an updated look at a fascinatingly exotic and surprising society, attention will be brought to the two different societal constructions of gender clashing in Beowulf: the Germanic-derived one vs. the Christian recoding of womanhood. This polarity, which will underpin the whole poem, will take us to accounting for some of its conflicts and ambivalence, and ultimately will point towards a female-based structural symbolism in the poem.

C. The third section will start with a brief introduction of the concept of power in literary and visual discourse. Attention will be devoted to the issues of feminist reconstructions of official canons, re-readings of canonical texts (both literary and visual texts) and feminist methodologies for the critique of representation. There will be two sessions dealing with the structures of the gaze, women as visual signs and the politics of spectatorship and visual pleasure. The concepts will then be applied to a selection of visual and written which will include Alfred Hitchcock’s Psycho, Jane Campion’s The Portrait of a Lady and Sally Potter’s Orlando.

GENERAL AND SPECIFIC COMPETENCIES
Competencias generales y específicas del módulo

General:
CG1. To develop communicative interpersonal and interlinguistic mediation skills
CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
CG3. To search for information (in any sort of format) and turn it into knowledge.
CG4: Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
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CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
CB10 - To have the learning skills that allow students to keep studying in a way that will be largely autonomous

Transversal
CT1 - Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.
Specific
CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.
CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.
CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.
CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.
CE6 – To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.
CE7.–-To be able to conduct autonomous research in the fields of gender and literature/gender and visual culture.

OBJECTIVES
Objetivos (expresados como resultados esperables de la enseñanza)

- To acquire critical appreciation of literary and visual texts.
- To become familiar with the main concepts and arguments in Women’s Studies and Gender applied to literary and visual texts.
- To re-read and re-view texts in the light of feminist theories and from feminist approaches.
- To understand critically and apply feminist paradigms to literary and visual discourses.
- To become aware of how feminist methodologies make a difference.

DETAILED DESCRIPTION OF THE CONTENTS
Temario detallado de la asignatura

Part A (Prof. Gerardo Rodríguez)
A. Feminist theories. Introduction.
- Gynocriticism. Showalter and Woolf
- Womanism. Walker
- Poststructuralist Feminism: Kristeva, Irigarary, Cixous
- Postmodern Feminism
- Performativity. Butler
- Cyborg Theory. Haraway
- Nomadic Subjects. Braidotti
Part B (Prof. María-José de la Torre)

B. From pagan folklore to Christian tradition: tracing two different constructions of the female gender. Ambivalence and ideological conflict on women’s identity in Anglo-Saxon poetry. The case of Beowulf.

- Relevance of the Feminist Approach.
- Women’s Studies in the Early Ages.
- Vestiges of women’s prominence in Germanic societies (archaeology, myth, folklore, etc.)
- Pagan & Christian gender identities
  a) Christian re-coding of female gender.
  b) Misogynistic categorisation of women
- The social centrality of violence and war.
  a) Women as “peace-weavers.”
  b) Dual reading of the female role as peace-weaver in the “comitatus”.
- Character analysis.

Part C (Prof. Adelina Sánchez)

C. Gender, art and literature: the representations of women in literary and visual discourse.
- The WASP canon. Feminist writings; feminist readings.
- Feminist re-readings of canonical texts.
- Women, Literature, Art and Power.
  • The critique of representation.
  • The structures of the gaze: women as visual signs, spectatorship and visual pleasure.
    Illustration: Alfred Hitchcock’s Psycho
  • Adapting the gaze: from literature to film. Two case studies: Jane Campion and Sally Potter.

RECOMMENDED BIBLIOGRAPHY

Bibliografía:

Part A


Part B (Specific selections will be found on SWAD, “BIBLIOGRAFÍA GRAL. Y ESPECÍFICA”) 


DE LA TORRE (2012) “‘Through the mists of ancient time’: una aproximación a las mujeres anglosajonas desde el Paganismo germánico al Cristianismo temprano” > Into Another’s Skin: selected essays in honour of María Luisa Dañobeitia (M. Aguilera, M.J. de la Torre & L. Torres, eds.). Granada: Servicio de Publicaciones, 3-18.


**Part C**

**Readings**


**Viewings**


Hitchcock, Alfred. 1960. *Psycho*

James, Henry. 1881. *The Portrait of a Lady*
## RECOMMENDED LINKS
### Enlaces recomendados

- [https://biblioteca.ugr.es/](https://biblioteca.ugr.es/)
- [https://www.heroicage.org/](https://www.heroicage.org/)

## EDUCATIONAL METHODS
### Metodología docente

Class attendance and active participation are mandatory.

- Lecture (teacher)
- Office hours (teacher, student)
- Class presentations (student, individual/group)
- Class discussion and debate (student, group)
- Autonomous work:
  - Reading of assigned texts for class discussion (student, individual)
  - Elaboration of oral presentation (student, individual/group)

## EVALUATION
### Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

The student’s performance will materialise basically in three elements (evaluation instruments):

1. An oral presentation (70%), the written version of/ reflection on which must also be handed in for evaluation;
2. A written assignment on oral presentations by classmates (20%), and
3. Class participation (10%).

### Evaluation criteria:

- It must be submitted (either individually or in small groups) at the end of any of the course sections taught by Profs. Sánchez and De la Torre.
- The oral presentation topic must be discussed with and approved of by the lecturer in question, and its progress will be checked in supervision tutorials as often as determined by them.
- Marks will be given on aspects such as:
  - design or plan;
  - clear, consistent and illustrated argumentation;
  - an appropriate use of sources;
  - attention to supervisor’s guidelines/corrections;
  - keeping deadlines;
  - effective group work, when appropriate;
  - clear, fluent delivery.

### Written assignment on oral presentations:

- Correspondence with the subject matter presented in class, in a way which is relevant, clear and correct, in terms of form and content.
- Assimilation of ideas and engagement with own interpretation.
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<th>ADDITIONAL INFORMATION</th>
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<tr>
<td>Información adicional</td>
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WOMEN, LITERATURE AND CINEMA IN IRELAND
Mujer, cine y literatura en Irlanda

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<td>Master’s Programme in English Literature and Linguistics</td>
<td>Women, Literature and Cinema in Ireland</td>
<td>2019/2020</td>
<td>1/2</td>
<td>5</td>
<td>Optional</td>
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</table>

**PROFESSOR/ Profesor(es)**

- PILAR VILLAR ARGÁIZ

**CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)**

Departamento de Filologías Inglesa y Alemana
Facultad de Filosofía y Letras
Universidad de Granada
Campus de la Cartuja s/n
180  , Granada, España

Prof. Pilar Villar Argáiz
Office n.1
Telf.: 958241000 Ext. 20130
email: pvillar@ugr.es

**OFFICE HOURS/ Horario de tutorías**

Monday & Wednesday: 10.30-13.30

**MASTER WHERE IT IS OFFERED/ Máster en el que se imparte**

Máster en Literatura y Lingüística Inglesas
Master in English Literature and Linguistics

**OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar**

**PREREQUISITES AND/OR RECOMMENDATIONS / Prerrequisitos y/o recomendaciones (si procede)**

**BRIEF DESCRIPTION OF COURSE CONTENTS / Breve descripción de contenidos (según memoria de verificación del máster)**

**THEORETICAL**

This master course will give students the opportunity to deepen their knowledge of the different aspects of Irish culture, history and society, and it will also encourage the interdisciplinary exchange of ideas and insights within the broad field of Irish Studies. It will also expand the students’ knowledge on subjects such as Irish literature, traditionally concealed in the syllabus of Spanish universities under headings such as “Literatura Inglesa” o “Cultura y Civilización Británicas”.

In particular, the main objective of this master course is to explore the different and contesting
representations of Irish femininity in a large corpus of cultural texts. We will use the critical premises of theoretical schools such as feminism, postcolonialism and multiculturalism in order to explore how some Irish women have been doubly marginalized and constructed as subordinated ‘Others’ by colonialism and/or patriarchy. The latter part of the course will focus on the cultural representation of immigrant women in Ireland, given the sociological and demographic changes that Ireland has experienced in the last decades.

PRACTICAL
As we intend to analyse both real women and their artistic representations, the cultural manifestations we will look at will cover this complexity. First of all, we will focus on the literary arena, and we will select some key examples of the different genres of poetry, novel, short story and drama, in order to analyse comprehensively works written both by men and women. Secondly, we will pay attention to other forms of cultural manifestations that will give us a clue of how ‘womanhood’ is perceived and/or understood in Ireland. In particular, we will see the extent to which music, the media, the film industry and the advertising perpetuate and/or deconstruct conventional representations of Irish femininity.

GENERAL AND SPECIFIC COMPETENCIES
Competencias generales y específicas del módulo

Basic and general
- CG1. To develop communicative interpersonal and interlinguistic mediation skills
- CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
- CG3. To search for information (in any sort of format) and turn it into knowledge.
- CG4: Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
- CG5. To understand long and complex texts of any sort (narrative, or literary)
- CG6. To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
- CB6. To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
- CB7. To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
- CB8. To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
- CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
- CB10 - To have the learning skills that allow students to keep studying in a way that will be largely autonomous

Transversal
- CT1 - Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.

Specific
- CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
- CE6 – To develop interest and intellectual curiosity to analyze and understand texts, critical
theories, and different epistemological approaches to specific case studies in the field of English literature.

CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.

**OBJECTIVES**

**Objetivos (expresados como resultados esperables de la enseñanza)**

Taking all these priority thematic lines into account, the specific aims of the course are:

1. To study the concept “womanhood” as perceived and understood in some key examples of Irish poetry, fiction and drama, written both by men and women in the 20th and 21st centuries. We will focus both on canonical and marginal authors, in order to study their perpetuation or subversion of conventional myths and their reinterpretation of canonical literature. The corpus of authors we will use in this literary study will be the following:
   - Poetry: Eavan Boland, Paula Meehan, Dorothy Molloy, Colette Bryce, Mary O’Donnell, Mary O’Malley; Eileán Ní Chuillenáin, Pat Boran, Gerry Murphy; Leanne Quinn, Michael O’Loughlin, etc.
   - Fiction: James Joyce; Roddy Doyle; Mary O’Donnell; Frank McCourt
   - Drama: Oscar Wilde, W.B. Yeats, Brian Friel, Marina Carr

2. To analyse changing representations of womanhood during the second half of the twentieth century, as observed within a range of popular music lyrics and the images associated with them. Principal objects of analysis will be the work of Irish musicians such as the Clancy Brothers and Tommy Makem, Christy Moore, Van Morrison, U2, Sinead O’Connor and the musical Once. This year we count on the participation of traditional Irish music band *Gan Aímn*!!!!

3. To analyse representations of womanhood (both conventional and subversive) and other forms of marginalised identities (i.e. immigrants and ethnic identities) in Irish films: *Michael Collins, The Wind that Shakes the Barley, The Commitments, Angela’s Ashes, Once, The Magdalene Sisters, New Boy*, etc.

**DETAILED DESCRIPTION OF THE CONTENTS**

**Temario detallado de la asignatura**

1. IMAGINARY, IMAGINED AND REAL WOMEN IN IRISH CULTURE: TOWARDS A DECONSTRUCTION OF IRISH FEMININITY
   - The Celtic Heritage: Sovereignty goddesses; Sheela-na-gigs; Celtic heroines
   - British (imperialist) representations: Hibernia, Britannia, and John Bull
   - The National Muse: Mother Ireland, Dark Rosaleen, Cathleen Ni Houlihan.
   - The “aisling” tradition
   - The Irish Literary Revival: the Abbey Theatre, Mangan, Pearse, etc.
   - Eamon de Valera and the 1937 Constitution
   - The Ireland of the 1930s: Brian Friel’s *Dancing at Lughnasa*
   - Conventional and contesting representations of womanhood in traditional Irish music and pop music (Christy Moore; Sinead O’Connor; The Corrs, musical *Once*)

2. TWENTIETH-CENTURY WOMEN WRITERS: A SUBVERSIVE FEMININITY
   - A new national muse: ‘(M)Other Irelands’ in Edna O’Brien, Eavan Boland, etc.
   - New perspectives on maternity: Paula Meehan, Eavan Boland, Nuala Ní Dhomhnaill, etc.
- New perspectives on sexuality. The Female Body in the Foreground: Eavan Boland, Susan Connolly, Nuala Archer, Liz O'Donoghue, etc.

3. BETWEEN TRADITION AND MODERNITY: ‘IRISH’ FEMININITY IN THE 21ST CENTURY
   o A ‘new’ unrecognizable Ireland: Eavan Boland, Paula Meehan, Vona Groarke, Caitriona O’Reilly, etc.
   o Is feminism still necessary?: Domestic Violence and rape in Dorothy Molloy, Sinéad Morrissey, Leanne O’Sullivan, Eavan Boland
   o The interplay of gender, race and multiculturalism: Paula Meehan, Colette Bryce, Leontia Flynn, Mary O’Donoghue, Mary O'Donnell, Michael O'Loughlin, Roddy Doyle
   o The immigrant in contemporary Irish literature: Literary Visions of Multicultural Ireland

4. ‘MOTHER IRELAND’ IN FILM
The immigrant in Irish films: the musical film Once and discussion of other films recently released.

5. HISTORY EXOTICISM AND ROMANCE: The ‘Orientalist’ reception of Irish Literature in the ‘West’. Eavan Boland’s The Lost Land, Frank McCourt’s Angela’s Ashes, Nuala O’Faolain’s memoirs; Harlequin romance best-sellers; The Great Famine and Romance

6. DETAILED ANALYSIS OF CASES IN POINT: DEPENDING ON THE WRITERS INVITED FOR THE INTERNATIONAL SEMINAR OF IRISH STUDIES (INVITED WRITERS FOR 2020: DONAL RYAN AND EMILIE PINE)

RECOMMENDED BIBLIOGRAPHY
Bibliografía:

DICIONARIOS
Hurtley, Jacqueline et al. Diccionario cultural e histórico de Irlanda
Barcelona: Ariel, 1996.

HISTORY
Carroll, Clare and Patricia King (eds). Ireland and postcolonial theory.
Clarkson Leslie A. and E. Margaret Crawford (eds). Famine and disease in Ireland.
Luddy, Maria. Women in Ireland, 1800-1918: a documentary history.
O’Beirne Ranelagh, John. Historia de Irlanda / traducción de Rafael Herrera Bonet
O’Faolain, Sean. The Irish.
Ryan, Louise Ryan and Margar (eds). Irish women and nationalism: soldiers, new women and wicked hags.
THE TROUBLES

IRISH WOMEN’S WRITING

LITERATURE


Kelleher, Margaret and Philip O'Leary (eds.). The Cambridge history of Irish literature. New York: Cambridge University Press, 2006


Lonergan, Patrick. Theatre and globalization: Irish drama in the Celtic tiger era.


Wally, Johannes. Selected twentieth century Anglo-Irish autobiographies: theory and patterns of self-representation. Frankfurt am Main: Peter Lang, 2004


MISCELLANIA


RECOMMENDED LINKS
Enlaces recomendados

RECURSOS ELECTRÓNICOS. (ELECTRONIC JOURNALS)
Biblioteca electrónica → Bases de datos
The programme consists of
- Lectures by myself and invited keynote writers and academics. Among the keynote speakers for the 2019/2020 seminar are Eamon Maher, and Irish artists Donal Ryan and Emilie Pine.
- Theoretical-methodological seminars which discuss the state of a given field or methodological/theoretical approach on the basis of selected texts (feminist, postcolonial and multicultural theories in particular). These theories will be applied to the discussion and (re)interpretation of particular literary texts, films and other cultural texts.
- Student papers: presentation of participants’ research projects followed by discussion.
- Tutorials: individual discussions of participants’ research

Evaluation
Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments
- Attendance and active participation in class
- Tasks
- Oral Presentation
- Final Essay

Evaluation Criteria:

Literature:
1. Familiarization with literature (primary and secondary sources. Knowledge of the subject area and critical use of sources
2. Analysis. Argumentative depth. Adequate use of evidence/citation
3. Active participation in class.

Continuous Evaluation
- Attendance and active participation in class: 10%
- Tasks: 15%
- Oral Presentation: 15%
- Final Essay: 60%
# APPROACHES TO EARLY MODERN ENGLISH POETRY AND DRAMA

**Acercamientos a la Poesía y al Teatro del Renacimiento Inglés**

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<th>MODULE/Módulo</th>
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<tbody>
<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Approaches to early modern English poetry and drama</td>
<td>2019-2020</td>
<td>2</td>
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<td>Optional</td>
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</table>

**PROFESOR(ES) / Profesor(es)**

- Dr. José María Pérez Fernández
- Prof. Andrew Hadfield
- Prof. Greg Walker

**CONTACT**

dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)

José María Pérez Fernández

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Email: jmperez@ugr.es

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José María Pérez Fernández

Monday and Thursday, 16:00 – 18:00

(Facultad de Traducción e Interpretación)

Thursday, 10:00 – 12:00

(Facultad de Filosofía y Letras)

**MASTER WHERE IT IS OFFERED / Máster en el que se imparte**

Máster en Literatura y Lingüística Inglesas

Master in English Literature and Linguistics

**OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar**

**PREREQUISITES AND/OR RECOMMENDATIONS**

Prerrequisitos y/o recomendaciones (si procede)
### BRIEF DESCRIPTION OF COURSE CONTENTS

**THEORETICAL**

- This class will explore the relation between poetic form and the interpretations that emanate from its metric and stylistic features.
- The class will focus upon the relation between these features and the history of political ideas, theology, and poetics. We shall also look into the relations between poetry and poetics with the visual arts and aesthetic theory.
- We shall look into the relations between Early Modern English poetry and drama, and how they relate to the classical tradition, Italian Petrarchism, and European humanism.

**PRACTICAL**

- We shall read poems by the following authors: Henry Howard (Earl of Surrey), Sir Thomas Wyatt, Sir Philip Sidney, William Shakespeare, and John Donne.
- Visiting professors Andrew Hadfield and Greg Walker will focus on Early Modern English drama, with particular emphasis on the works of William Shakespeare (*Henry V*, *The Tempest*, and *King Lear*, among others)
- We shall also read some 20th and 21st century Anglo-American poems with a view to comparing their approaches to topics we shall encounter in Renaissance English poetry and their use of similar or contrasting stylistic resources and poetic ideas.
- We shall, to this latter effect, read Sir Philip Sidney’s *Defence of Poetry* and compare this Renaissance treaty on the nature and functions of poetry with Ben Lerner’s *The Hatred of Poetry*, a 21st century approach to the same subject.

### GENERAL AND SPECIFIC COMPETENCIES

- **CG1.** To develop communicative interpersonal and interlinguistic mediation skills
- **CG2.** To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
- **CG3.** To search for information (in any sort of format) and turn it into knowledge.
- **CG4:** Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
- **CG5.** To understand long and complex texts of any sort (technical, narrative, or literary)
- **CG6.** To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
- **CB6.** To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
- **CB7.** To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
- **CB8.** To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
- **CB9.** To communicate their knowledge, ideas and arguments in a meaningful and clear way for
both specialized and non-specialized audiences.

- CE3. To design and conduct research projects, and present their results in critical written essays, properly structured (introduction-development-final conclusions), using the MLA citation format, using clear and solid epistemological principles. For CE1 and CE2 see the following section.
- CE4. To present and defend, with as much clarity and rigour as possible, the methodology and the results of a research project in the field of English Literature and Linguistics.
- CE5. To understand primary and secondary texts in different periods and genres in English literatures, and their respective cultural and political contexts.
- CE6. To develop an interest for the intellectual and critical analysis of texts, critical theories, and in general different approaches to specific case studies in the field of Literatures in English.
- CE7. To know the different interdisciplinary approaches to the study of literatures in English, with a special emphasis on gender studies, identity politics, political discourse, postcolonial and translation studies.

**OBJECTIVES**

**Objetivos (expresados como resultados esperables de la enseñanza)**

- To get to identify, know and analyse the epistemological foundations of English poetry, its classical and medieval background within a wider European context.
- To understand and describe the intersection between poetry, theology, and political discourse in Early Modern English poetry and drama.
- To know, identify, and analyse the main features of European Petrarchism, and its manifestation in English poetry through authors like Henry Howard, Thomas Wyatt, Philip Sidney, William Shakespeare, and John Donne.
- To identify, understand and analyse the main features shared by Renaissance English poetry and drama.
- To identify, understand and analyse how certain aesthetic ideas and aspects of political discourse manifest themselves in English Renaissance poetry and drama within a larger European context.
- To identify, understand and analyse how these and similar ideas also manifest themselves in other realms, such as the visual arts, architecture and music.
- To apply the previous skills in the elaboration of brief critical essays based on the reading lists of primary and secondary sources.
- To apply the previous skills in other authors, genres and periods which are also part of our MA programme.

**DETAILED DESCRIPTION OF THE CONTENTS**

**Temario detallado de la asignatura**

Session #1

Introduction to the seminar, methodology and the reading assignments

Session #2

**Language-theology-politics-poetics**


Counterpoints:


Gary Snyder (1930 - ) “Milton by Firelight”.

Session #3

The poetics of Petrarchism and the earliest English Petrarchists: Surrey and Wyatt


  - **Henry Howard, Earl of Surrey** (1517 – 1547)

    “Wyatt resteth here”
    “So cruel a prison how could betide, alas”
    “Th’Assyrians’ king”
    Surrey’s translation of the Fourth Book of Virgil’s *Aeneid* (you will need a vpn connection)

  - **Sir Thomas Wyatt** (1503 – 1542)

    “Whoso list to hunt”
    “Farewell, Love”
    “Who list his wealth and ease retain” (you will need a vpn connection)
    “Mine own John Poins”

Counterpoints:

Ezra Pound (1885 - 1972), “Canto I”.

Session #4

Sidney and Shakespeare

- From Sidney’s *Astrophil and Stella*.

  a. “Loving in truth, and faine in verse my love to show” (A&S 1)
  b. “Vertue alas, now let me take some rest” (A&S 4)
  c. “It is most true, that eyes are form’d to serve” (A&S 5)
  d. “Having this day my horse, my hand, my launce” (A&S 41)
  e. “Desire, though thou my old companion art” (A&S 72)

- From Shakespeare’s *Sonnets*

  o “From fairest creatures we desire increase” (no. 1)
  o “Look in thy glass and tell the face thou viewest” (no. 3)
  o “When I do count the clock that tells the time” (no. 12)
  o “Shall I compare thee to a summer’s day?” (no. 18)
  o “Like as the waves make towards the pebbled shore” (no. 60)
  o “The expense of spirit in a waste of shame” (no. 129)
  o “My mistress’ eyes are nothing like the sun” (no. 130)
  o “Whoever hath her wish, thou hast thy Will” (no. 135)
  o “Two loves I have of comfort and despair” (no. 144, pp. 1041-42)

Counterpoints:

Wendy Cope (1945 - )

“The expense of spirits is a crying shame”

“Not only marble, but the plastic toys” (Wendy Cope, *Two Cures for Love. Selected Poems 1979-2006*, London: Faber & Faber, 2008, pp. 61 and 62, respectively)


Session #5

Poets on Poetry

Philip Sidney’s *Defence of Poesie* (1595)
Ben Lerner’s *The Hatred of Poetry* (2016)
Poetics, Politics and the Body. Corporeal Tropes in English Poetry and the Visual Arts
Part 1.

Session #7

Poetics, Politics and the Body. Corporeal Tropes in English Poetry and the Visual Arts
Part 2.

Session #8

Classics and Moderns: Contemporary Counterpoints

We shall read, comment, and analyse the following poems and authors (please note that this is not a closed list). Copies of the poems will be provided in due time:

Geoffrey Hill (1932 – 2016)
“Holbein, I & II”
“Parallel Lives” (A Treatise of Civil Power, Harmondsworth: Penguin, 2007, pp. 7-8). Compare with Surrey’s “My friends the things that do attain”; for Wyatt’s translation of Plutarch, click here (you will need a vpn connection)
“Vergine bella – it is here that I require” (no. LV in The Triumph of Love) in Selected Poems (Harmondsworth: Penguin, 2006 p. 187)

John Wilmot, Earl of Rochester (1647 – 1680)
“Seneca’s Troas, Act 2. Chorus. Thus Englished by a Person of Honour” (Selected Poems, ed. Paul Davis, OUP: 2013, pp. 33-34)
“On Mrs Willis” (Selected Poems, ed. Paul Davis, OUP: 2013, p. 46, the anti-Petrarchist female body)
“Upon Nothing”


Frederick Seidel (1936 -)
“America” (Widening Income Inequality, London: Faber & Faber, 2016, pp. 25-28)

Session #9

Andrew Hadfield – Part 1

Shakespeare and Political Theory: Britain, the colonies and politics in *The Tempest* and *King Lear*:

We will discuss the following topics:

1. The status of the ruler in each play.
2. Geography and maps.
3. Proper government and tyranny.
5. Advice/counsel.
6. Kingdoms and colonies.

In class we will act out sections of

- The Tempest, Act I, scene ii; and Act II, scene I.

Please read these scenes especially carefully.

Session #10

Andrew Hadfield – Part 2

Shakespeare and Political Theory: Britain, the colonies and politics in *The Tempest* and *King Lear*.

Session #11

Greg Walker – Part 1

'Shakespeare's *Henry V* and the representation of kingship

Reading assignments: William Shakespeare, *Henry V*

Session #12

Greg Walker – Part 2

'Shakespeare's *Henry V* and the representation of kingship
Reading assignments: William Shakespeare, *Henry V*

### Session #13

**The Poetry of John Donne**

**Part 1**

Reading list:

- “The Good Morrow”
- “The Sun Rising”
- “The Apparition”
- “The Relic”
- “A Valediction Forbidding Mourning”
- “A Nocturnal upon St Lucy's Day”
- “Batter my heart . . . “
- “Since she whom I loved . . . “
- “Death be not proud . . . “
- “Meditation 17” from *Devotions.*

### Session #14

**The Poetry of John Donne**

**Part 2**

### Session #15

Classics and their modern counterpoints:

**Ezra Pound** (1885 - 1972), “Hugh Selwyn Mauberley”. You can hear Ezra Pound himself reading the poem [here](#).

**Frederick Seidel** (1936 - )


**Robert Lowell** (1917 – 1977)

“Beyond the Alps” (*Life Studies* [1959], London: Faber & Faber, 2001, pp. 3-4)
“Falling Asleep over the Aeneid” *(The Mills of the Kavanaughs, 1948)*


“To John Donne” (also in *Selected Poems*, 2016, pp. 62-3)

“Cosmology” (also in *Selected Poems*, 2016, p. 65)

“Corpse” (also in *Selected Poems*, 2016, p. 86)

**RECOMMENDED BIBLIOGRAPHY**

Bibliografía:

**RECOMMENDED LINKS**

Enlaces recomendados

- [http://maenglishugr.com/](http://maenglishugr.com/)
- [http://josemariaperezfernandez.academia.edu](http://josemariaperezfernandez.academia.edu)

**EDUCATIONAL METHODS**

Metodología docente

This course explores the relation between poetic form and the interpretations that arise from its verbal and metrical configurations. We will focus on the early modern English canon, and on the relation between the history of political ideas, theology and poetics, with some sporadic incursions into the visual arts. We aim to examine poetic discourse as a distinct sort of genre, or textual practice, but also as something inextricably woven into other sorts of cultural products and disciplines.

As a counterpoint, we will intersperse our readings of Early Modern poetry, poetics and drama with 20th and 21st century equivalents. These texts will illustrate the complex ways in which the classics of Latin and Greek poetry and the traditional English canon resonate with contemporary poetry written in English. This parallel reading of ancients and moderns will contribute to a better understanding of their different cultural and social milieus. It will also lead to an examination of the ways in which classic and modern poetry and literature illuminate each other.

The first sessions in the seminar will address the classical and Augustinian background of Petrarchism, and its historical importance as a milestone in the history of Western poetry. Certain aspects of Augustine’s work exemplify the interweaving of rhetoric, poetics and theology into a heterogeneous combination that would contribute to mould many of the ideas that sustained the poetry of Petrarch and the poetics of humanism. Augustine’s poetic theology, in turn, resulted from his combination of the Jewish tradition with Classical Roman and Greek philosophy, notably Stoicism and Neoplatonism, all of it against the background of the rhetorical tradition that the West inherited from Classical Antiquity.
We will then move on to a consideration of European humanism as the general context for our subsequent approach to the first English Petrarchists, i.e. Henry Howard, Earl of Surrey, and Sir Thomas Wyatt. We will analyse their poetry, and some of their translations/adaptations from Latin and Italian poetry from the perspective provided by our former approach to Petrarchism and its background. But we will also read their poems under the light shed by the specific historical moment in which they lived, and we will examine how the poetry and poetics of Surrey and Wyatt respond to the ideological debates and the actual political situation during the reign of Henry VIII—a moment that featured intense political and religious controversies stemming from the Reformation.

Next, our reading of Sir Philip Sidney’s poetry and also of his treatise *Defense of Poetry* will give us the opportunity to explore the presence in Sidney’s eclectic work of the tradition that we have studied in previous sessions. We shall see how this eclecticism also shows up in certain sonnets from his collection *Astrophil and Stella*. We will end our section on English Petrarchism by reading and analysing some of Shakespeare’s sonnets, and samples from the poetry of John Donne. This part of our seminar will conclude with a lecture on the parallelisms between the tropes of the body politic, the body of the text, and the significance of the body in theology and poetics (“Corporeal Tropes in English Poetry and the Visual Arts.”).

The second part of the seminar will be conducted by our two visiting scholars. Professor Andrew Hadfield will conduct a seminar on the topic of Shakespeare and political theory, whereas Professor Greg Walker’s analysis of Shakespeare’s *Henry V*, which will focus on how this play articulates the figure of an ideal monarch, and how its text evinces the presence of discursive and ideological traces from all the previous traditions addressed in the seminar.

**EVALUATION**

**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**

**Evaluation instruments**

Oral presentations, class participation, written essays

**Evaluation Criteria**

There will be no written final essay in this seminar. Students will be evaluated through their class presentations, and their active participation in the seminars. Students will also be required to write a short essay after each session on the topics discussed in it. All essays must be submitted in pdf format, and always using Turnitin (for instructions on how to sign up and use Turniting, follow these three links – A – B - C).

These essays should be around 1500 words, and each student will have to hand in one for each of the following sessions:

- 1 essay for session # 2
- 1 essay for session # 3
- 1 essay for session # 4
- 1 essay for session # 5
- 1 essay for sessions # 6 and 7
- 1 essay for session # 8
- 1 essay for sessions # 9 and 10
1 essay for sessions # 11 and 12
1 essay for sessions # 13 and 14
1 essay for session # 15

This makes a total of 10 short (around 1500 words each) essays.

Grading policy:
Class presentations and participation: 50%
Written essays: 50%

ADDITIONAL INFORMATION
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<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>The origins and evolution of the english novel between the 16th and the 18th centuries Translation, politics and the news market</td>
<td>2019-</td>
<td>2</td>
<td>5</td>
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<th>PROFESSOR/ Profesor(es)</th>
<th>CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)</th>
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<tr>
<td>- Dr. José María Pérez Fernández</td>
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<td>- Prof. Joad Raymond</td>
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<td>- Prof. Michael McKeon</td>
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<td>José María Pérez Fernández</td>
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<td>Facultad de Traducción e Interpretación</td>
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<td>Despacho 1, planta baja Teléfono: por asignar</td>
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<tr>
<td>Email: <a href="mailto:jmperez@ugr.es">jmperez@ugr.es</a></td>
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<tr>
<th>OFFICE HOURS/ Horario de tutorías</th>
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<tbody>
<tr>
<td>José María Pérez Fernández</td>
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<tr>
<td>Monday and Thursday, 16:00 – 18:00 (Facultad de Traducción e Interpretación)</td>
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<tr>
<td>Thursday, 10:00 – 12:00 (Facultad de Filosofía y Letras)</td>
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<tr>
<td>Máster en Literatura y Lingüística Inglesas</td>
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This class will explore, from an interdisciplinary perspective, the relation between the origins of the English novel, translation, political discourse, and the emergence of journalism in the publishing world.

We shall study the ways in which the early English translations of Spanish picaresque contributed to create a sort of realistic fiction which frequently overlapped with the sort of prose employed for the creation and dissemination of news (frequently of a sensationalist sort) as a new sort of marketable good for mass consumption.

We shall see how certain types of characters in the Spanish picaresque were transferred onto a certain type of English novel, whose language overlapped with the same sort of discourse employed by early financial and mercantile capitalism, alongside the sort of political imaginary that legitimised it.

We shall see how this process led to the work of authors like Tobias Smollet (e.g. his novel *Roderick Random*, or his translation of *Don Quijote*), and Daniel Defoe (whose *Moll Flanders* generated an English variety of female *pícara* based in historical characters like Mary Frith, whose activities turned her into an early version of celebrity, and the protagonist of plays like *The Roaring Girl*).

- CG4: Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
- CG5. To understand long and complex texts of any sort (technical, narrative, or literary)
- CG6. To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
- CG1. To develop communicative interpersonal and interlinguistic mediation skills
- CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
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- CB7. To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
- CB8. To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
- CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
- CE3. To design and conduct research projects, and present their results in critical written essays, properly structured (introduction-development-final conclusions), using the MLA citation.
format, using clear and solid epistemological principles. For CE1 and CE2 see the following section.
- CE4. To present and defend, with as much clarity and rigour as possible, the methodology and the results of a research project in the field of English Literature and Linguistics.
- CE5. To understand primary and secondary texts in different periods and genres in English literatures, and their respective cultural and political contexts.
- CE6. To develop an interest for the intellectual and critical analysis of texts, critical theories, and in general different approaches to specific case studies in the field of Literatures in English.
- CE7. To know the different interdisciplinary approaches to the study of literatures in English, with a special emphasis on gender studies, identity politics, political discourse, postcolonial and translation studies.

**OBJECTIVES**
**Objetivos (expresados como resultados esperables de la enseñanza)**

- To understand and enumerate the features and the phenomena that define the importance of the picaresque as a generic category that originates in Spain during the 16th and 17th centuries.
- To identify and analyse the way in which this genre spread all over Europe, with a focus on its influence towards the end of the 17th and the 18th centuries.
- To know, understand, and enumerate the features that turn the picaresque into one of the founding narrative discourses of early modernity, alongside its translational and transnational nature.
- To identify its links with the emergence of the novel.
- To analyse and evaluate in a critical manner its importance when it comes to establishing the origins and evolution of certain varieties of English prose fiction during the 17th and 18th centuries.
- To identify and enumerate these discursive components, which include the moral, political and economic foundations that regulate the relations between individual and society during early modernity.
- To identify and evaluate in a relevant way some of the main topics that make up this sort of discourse, such as poverty, crime, or prostitution, and in general the eminently self-interested struggle of the individual for material survival and social legitimacy within a context that demands high moral standards.
- To understand, and think critically, about the way in which the genre of the novel responds to new phenomena such as urban development, the growth in literacy and the expansion of the publishing markets, as well as the emergence of a public sphere whose social energies circulated throughout the material networks of print and the publishing business.
- To understand the way in which phenomena like the former emerged alongside a new market for the production and consumption of news a marketable commodity.
- To understand and identify the complexities of all the phenomena that underlie the development of prose fiction before, during, and after the emergence of the novel during the 16th, 17th and 18th centuries.
- To apply the study of these varieties of prose genres within an interdisciplinary approach that must comprehend literary theory, semiotics, translation studies, cultural studies, and genre, alongside social, political and economic history.

**DETAILED DESCRIPTION OF THE CONTENTS**
**Temario detallado de la asignatura**

Session # 1
(lecture)

Introduction to the seminar, methodology and the reading assignments

**Translation and the construction of literary canons**

Reading assignments (to be discussed during session #4):

1. Pérez Fernández, José María. “Translation and English Literary History”. You can download this bibliographical essay by clicking [here](#).

Session # 2

**Joad Raymond**

**The Rise of News Culture**

Part 1

These two seminars will discuss the following questions

1. What makes a story true (with particular reference to the narrative devices of *The Life and Death of Gamaliel Ratsey*)?
2. How do pamphlets and newspapers work as objects?
   

Session # 3

**Joad Raymond**

**The Rise of News Culture**

Part 2

Session # 4

(seminar and lecture)
1st part: seminar with presentations on the texts assigned in session #1, and the following texts.

Secondary sources:


Primary sources:

Boccacio. *Fiammetta* (in Bartholomew Yong’s 1587 translation). For an electronic version of the text, click [here](#).

---

Session # 5

**Lecture**

(You can download a copy of the general contents of this lecture [here](#)).

*Letter writing, metafiction and the picaresque. Translation and the origins of the novel*

---

Session #6

**Early Modern Public and Domestic Economies: Marriage, Poverty and the Social Spaces of Mercantile Humanism – Part 1**

Secondary sources:


Primary sources and critical editions:


- Juan Luis Vives. *A very frutefull and pleasant boke called the instructio[n] of a Christen woma[n], made fyrist in Laten, and dedicated vnto the quenes good grace, by the right famous clerke mayster Lewes Vives, and turned out of Laten into Englysshe by Rycharde Hyrd. whiche boke who so redeth diligently shal haue knowlege of many thynges, wherin he shal take great pleasure, and specially women shall take great co[m]modyte and frute towarde the[n]creace of vertue {and} good maners.* Trans. Richard Hyrde. London: 1529? For an electronic version click [here](#).

Session # 7

**Early Modern Public and Domestic Economies: Marriage, Poverty and the Social Spaces of Mercantile Humanism – Part 2**

Session # 8

(seminar with student presentations)

**English pícaros and English pícaras? English literary hacks in the age of Shakespeare**

Primary sources:

6. Thomas Nashe’s *The Unfortunate Traveller* (1594). Electronic version [here](#).


Secondary sources:


Session # 9

**Michael McKeon**

**Translations into English and the Origins of the Novel – part 1**

Translations of the French and especially Spanish narrative genres, romance and the picaresque, exerted a major influence on the emergence of the English novel in two important respects:

1) The texts themselves were literally translated into English.
2) The model of the pícaro's life was "translated" or adapted from these texts to form the basis for a particularly English sort of plot involving wayward but upwardly mobile individuals in early modern London.

Primary reading:

1) Francis Kirkman, *The Unlucky Citizen Experimentally Described in the Various Misfortunes Of an Unlucky Londoner ...* (1673). An electronic version is provided. *Minimal* reading is as follows (please read more if you have time): title page; "The Preface"; "[To the] Reader"; "To the Reader instead of the Errata"; Chapter I (complete); Chapter II (complete); Chapter IV (complete); Chapter IX (partial: pp. 139-54: Note: here and below, pp. refers to page numbers in red at the top left-hand corner of the page that are NOT in double brackets. For example, the last page of Ch. IV (p. 54) is given as: [Page [72], 54]); Chapter V (partial: pp. 55-57; Chapter X (partial: pp. 167-83); Chapter XII (partial: pp. 214-21); Chapter XIV (partial: pp. 257-61); Chapter XVI (partial: pp. 292-93, 295-96. Note: this last page is mispaginated 196 not 296).


Reading and discussion questions:

1) How does Kirkman's autobiographical narrative combine the two senses of translation: the rendering of a text written in one language into another, and the influence of a literary form or genre on the development of a different form or genre?
   How does Kirkman adapt the role and character of the Spanish pícaro to the conditions and ambitions of a young Londoner toward the end of the 17th century? Kirkman rises to the professional status of a translator, printer, and bookseller (publisher). How does this extend or develop (modernize? Anglicize? "bourgeoisify"? novelize?) the typical life of the pícaro?
   See above, p. [19], just before the narrative begins on p. 1: What are "errata"? How is Kirkman extending this technical printing term?
   How does being "unlucky" compare to the familiar, medieval and early modern idea of being "on fortune's wheel"?
   "How does Kirkman's adaptation of of the Spanish picaresque compare with the earlier adaptation by Francis Godwin (see "List of Primary Texts," above, p. 2)?

2) Is Moll Flanders a typical pícara? How does a pícara differ from a pícaro? How is this difference extended or complicated in 18th-century England?
   How does the English social and historical context, including recourse to the American colonies, recast the Spanish picaresque? Is Moll less a type and more an "individual character" than the earlier, Spanish founders of the genre?
   How would you compare the roles of religious morality in these respective cases? Is Moll an "English rogue"?
   What's Defoe's view of how one tells the truth, whether as character or as author?
   You've sampled Defoe's views on marriage in *Conjugal Lewdness*. What do you make of the English common law doctrine of coverture (see Blackstone) in relation to these views?
Please feel free to ask questions and make comments during these two seminars. You’re likely to get more out of them if they’re not simply lectures!

Session # 10

Michael McKeon

Translations into English and the Origins of the Novel – part 2

Session # 11

(lecture)

Verisimilar prose: from fiction to news. English Rogue Fiction. Part 1

Primary sources


10. John Bunyan, The Life and Death of Mr Badman (1680). Electronic version [here](transcription) and [here](original 1680 edition)


Secondary sources:


Verisimilar prose: from fiction to news. English Rogue Fiction. Part 2

<table>
<thead>
<tr>
<th>Session # 13</th>
<th>(lecture)</th>
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<tbody>
<tr>
<td><strong>Counterpoint: Early Modern Science and Fiction: Cosmic, narrative and social spaces. Utopia, fantasy, romance and the origins of the novel. Part 1</strong></td>
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<th>(lecture)</th>
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<td><strong>Counterpoint: Early Modern Science and Fiction: Cosmic, narrative and social spaces. Utopia, fantasy, romance and the origins of the novel. Part 2</strong></td>
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<td>Students’ presentations and debate</td>
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<tr>
<th>Session # 16</th>
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<tr>
<td>Students’ presentations and debate</td>
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RECOMMENDED BIBLIOGRAPHY
Bibliografía:

List of primary texts. Students’ presentations will focus on one or two of these primary sources, in combination with some of the secondary sources and the contents of the class seminars:


- Fernando de Rojas, *The Spanish Bawd*, trans. James Mabbe (1631). Electronic version [here](#), and there is also a critical edition available at the Facultad de Traducción e Interpretación (FTI/M 860-2=20 ROJ PER jam)


- Margaret Cavendish, *The Blazing World* (1666)
Francis Kirkman, *The Unlucky Citizen Experimentally Described in the Various Misfortunes Of an Unlucky Londoner* ... (1673). Electronic version [here](#) (transcription) and [here](#) (original edition)

- Daniel Defoe, *Moll Flanders* (1722)
- Daniel Defoe, *Roxana* (1724)
- Tobias Smollett, *Roderick Random* (1748)

Some suggestions for secondary bibliography:


Raymond, Joad and Noah Moxham, eds. News Networks in Early Modern Europe (Leiden: Brill, 2016)


**RECOMMENDED LINKS**

Enlaces recomendados

http://maenglishugr.com/

http://josemariaperezfernandez.academia.edu

**EDUCATIONAL METHODS**

Metodología docente

This course provides a series of interdisciplinary approaches to the origins and evolution of the English novel that focus on its transnational and transgeneric natures. It will also take into account the role that political discourse, economics, translation, the book market, and the emergence of early journalism played in its processes of formation. We shall see how a variety of discursive and generic typologies intersected in the development of early modern prose fiction—such as history, autobiography, drama, news or the essay.

Students should become aware of the fact that the origins and development of the English novel was part of a larger and more complex process, not just in terms of the discursive and generic typologies involved in it, but also as regards its geographical scope. Given the fact that this is an eminently interlinguistic and international phenomenon, the seminar incorporates translation studies, and, in particular, the analysis of the role played by the Spanish picaresque in the creation of new varieties of early modern prose fiction within different emerging vernacular traditions.

We shall study the way in which the early translations of Spanish picaresque contributed to the creation of a new type of narrative prose which aspired to portray in a verisimilar fashion particular cases that exemplified the realities of current social and economic problems and phenomena (e.g., crime, adultery, theft, trickstery, poverty, vagrancy, or corruption). This new type of prose overlapped with the similar rhetoric employed in historical chronicles, biography, as well as the production and distribution of news. Both would also become important commodities within the expanding markets of printed matter which frequently targeted mass consumption.

We shall see how the translation of Spanish picaresque fiction intersected with native English varieties of prose narrative to configure a series of characters and plots which approached the values and consequences of the emerging financial and merchant capitalism, in a gradual process that led to the fiction of authors like Smollett or Defoe.

In turn, we shall also see how part of these subjects and plots also spilled over to the prosperous market of 17th-century English drama, which flaunted appropriations from a variety of sources, including Cervantes, and also incorporated characters like Moll Cutpurse, a female *pícara* inspired in the life and deeds of an actual female trickster, Mary Frith.
We shall trace the impact that James Mabbe’s translation of *Guzmán de Alfarache* had upon the English book and publishing markets, and how it contributed to the subgenre of rogue or crime fiction, whose impact was felt throughout the end of the 17th century, the entire 18th century and even beyond. The characters and topics that conformed this subgenre overlapped with the work of early novelists like Tobias Smollett (who was also a translator of Cervantes’ *Don Quijote*) or Daniel Defoe, whose relevance is dictated by the fact that he created what we might call a female *pícara* in *Moll Flanders*, but also by the fact that he was the author of controversial political pamphlets, essays and also a practitioner of early journalism. We shall use Defoe’s pamphlet *Conjugal Lewdness or, Matrimonial Whoredom* (1727) and his novel *Moll Flanders* as case studies in which the picaresque, translation, journalism, and political discourse blend in at one of the founding moments of the traditional canon of the English novel.

In this regard, this course ties in with other courses provided in the MA programme which adopt gender studies as their approach, and also with another course which studies 19th-century and contemporary Anglo-American fiction. To this effect, we shall include some references to novels like Erica Jong’s *Fanny: Being the True History of the Adventures of Fanny Hackabout-Jones* (1980)—which establishes a parodical dialectic with 18th-century English *pícaras* and their cultural milieu from a postmodern perspective.

The seminar will enjoy the presence of three visiting scholars who will provide different critical and historical perspectives on these subjects. Professor Michael McKeon will take care of the origins of the English novel and its development between the 16th and the 18th centuries, focusing on Defoe’s *Moll Flanders*. Professor Joad Raymond will deal with the emergence of the news market, and the development in England of an early version of journalistic prose, with a view to examining how this type of prose overlapped with genres like rogue fiction. José María Pérez Fernández will coordinate the contents and introduce the different types of methodological approaches employed in the seminar—such as translation studies, political philosophy, or comparative literature—with a focus on English translations of works like *La Celestina* or *Guzmán de Alfarache*.

**EVALUATION**

Evaluation (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments.

Oral presentations, class participation, written essays

Evaluation Criteria

**Grading policy:**
- Class presentations and participation: 50%
- Written essays: 50%
Students will have to prepare **two class presentations** and hand in **three essays**. All essays must be submitted in pdf format, and always using Turnitin (for instructions on how to sign up and use Turniting, follow these three links – A – B - C).

- Each student will have to prepare a **short presentation** (around 15 mins.) on the text that he/she has been assigned. On the date of his / her presentation, each of the students will also have to hand in an **essay** (1500 – 2000 words) based on the contents of this presentation.

- Each student will have to prepare a **final oral presentation** discussing the nature and relevance of one of the primary sources listed below. On the date of their final presentation (around 15 mins.), students should also hand in an **essay** (2000 – 3000 words) by email.

- Besides these two presentations, and their respective essays, each student will have to hand in a **final essay** (3000 words) with a summary of the contents of the course, plus a personal and critical response to them which should include a self-assessment of their performance in class, and an enumeration of the sort of contents and skills they have acquired.
### POSTCOLONIAL NARRATIVE
Narrativa Postcolonial

<table>
<thead>
<tr>
<th>MODULE/Módulo</th>
<th>SUBJECT/Materia</th>
<th>YEAR/Course</th>
<th>SEMESTER/Semestre</th>
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<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Postcolonial Narrative</td>
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<td>Optional</td>
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</tbody>
</table>

**PROFESSOR/Profesor(es)**

- Dr. Miriam Fernández Santiago
- Dr. Mercedes Díaz Dueñas

**CONTACT/Contacto para tutorías**

- Departamento de Filologías Inglesa y Alemana
  Campus Universitario de Cartuja s/n
  18071, Granada – España

- Prof. Miriam Fernández Santiago
  Office F9
  Telf.: +0034 958 241 000 Ext. 20252
  email: mirfer@ugr.es

- Prof. Mercedes Díaz Dueñas
  Office: Despacho nº 3, La Jarosa, FTI;
  Despacho F13, FF&L
  Telf.: +958 24 10 00 ext. 20233
  email: mdiazd@ugr.es

**OFFICE HOURS/Horario de tutorías**

- Prof. Miriam Fernández Santiago
  T1: Tuesday/Thursday 12:30-14:30 (School of Philosophy and Letters)
  T2: Monday/Tuesday/Wednesday/Thursday 09:00-11:00 (School of Philosophy and Letters/School of Translation)

- Prof. Mercedes Díaz Dueñas
  T1: Mo/Tu/Wed: 09:30-11:00; 13:00-13:30
  Despacho nº 3, La Jarosa, FTI
  T2: Tu/Thu:09:30-12:30 Despacho F13, FF&L

**MASTER WHERE IT IS OFFERED/ Máster en el que se imparte**

**OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar**
**PREREQUISITES AND/OR RECOMMENDATIONS**
Prerrequisitos y/o recomendaciones (si procede)

Students should have completed the compulsory course on Introduction to Research Methods in English Literature.

**BRIEF DESCRIPTION OF COURSE CONTENTS**
Breve descripción de contenidos (según memoria de verificación del máster)

**THEORETICAL**
- The course covers the broad historical context and narrative production of British Colonial and Postcolonial periods (18th-21st centuries), as well as the thematic and aesthetic features of each period of colonial and postcolonial narrative on a global scale.
- The course reviews the main critical texts developing the field of Postcolonial Studies in the 20th and 21st centuries.

**PRACTICAL**
- Analysis of the socio-historical, political, economic and cultural aspects of postcolonial realities.
- Analysis of the aesthetic and thematic features of postcolonial narrative productions (primary sources)
- Discussion and development of the critical instruments developing the field of Postcolonial Studies (secondary sources)

**GENERAL AND SPECIFIC COMPETENCIES**
Competencias generales y específicas del módulo

**General:**
To develop communicative interpersonal and interlinguistic mediation skills
To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
To search for information (in any sort of format) and turn it into knowledge.
Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
To understand long and complex texts of any sort (technical, narrative, or literary)
To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.

0 - To have the learning skills that allow students to keep studying in a way that will be largely autonomous

**Transversal**

Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.

**Specific**

CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.

CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.

CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.

CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.

CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.

CE6 – To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.

CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.

**OBJECTIVES**

**Objetivos (expresados como resultados esperables de la enseñanza)**

- To Know, identify and analyze the main postcolonial novels and short stories in English.
- To Understand the development of literature in English from the birth of English colonialism to the 21st century.
- To Understand, identify and list the different components of the artistic and literary development of postmodernism and the ways in which postcolonialism intersects with this movement.
- To Identify and analyze critically the literary genres (mainly narrative) within postcolonial literature and the techniques used by the authors studied in the course.
- To Distinguish, list and understand the main features and events of the history and geography of the countries emerging in a postcolonial context in order to understand the relevance and treatment that each autor gives to colonial and postcolonial politics.
- To Identify and apply the literary theories and terminology relevant for Postcolonial Studies.

**DETAILED DESCRIPTION OF THE CONTENTS**

**Temario detallado de la asignatura**


Daniel Defoe: *Robinson Crusoe* (Excerpts)
**Recommended Bibliography**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Louise Pratt</td>
<td><em>Imperial Eyes: Travel Writing and Transculturation</em> (15-37)</td>
<td></td>
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<tr>
<td>Paul Gilroy</td>
<td><em>The Black Atlantic: Modernity and Double Consciousness</em></td>
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<tr>
<td>Edward Said</td>
<td><em>Orientalism</em> (Introduction)</td>
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<tr>
<td>Chinua Achebe</td>
<td>“An Image of Africa”</td>
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<tr>
<td>Franz Fanon</td>
<td><em>The Wretched of the Earth</em></td>
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<td>Benedict Anderson</td>
<td><em>Imagined Communities</em></td>
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<tr>
<td>Gayatri Spivak</td>
<td>“Can the Subaltern Speak?”</td>
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<tr>
<td>Homi Bhabha</td>
<td>“The Commitment to Theory”</td>
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<td>Derrida</td>
<td>“Of Hospitality”</td>
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<tr>
<td>Antonio Hardt &amp; Michael Negri</td>
<td>“Empire”</td>
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<tr>
<td>Stef Craps</td>
<td><em>Postcolonial Witnessing</em>, Introduction, Chapters 1, 2, 3, 6</td>
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<tr>
<td>Jhumpa Lahiri</td>
<td>“Sexy”</td>
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**Recommended Links**

- [Prezi](http://prezi.com/tuajrbbxudo/?utm_campaign=share&utm_medium=copy&rc=ex0share)
- [Prezi](http://prezi.com/tkynmzm4vqdl/?utm_campaign=share&utm_medium=copy)
- [Cambridge Journal of Postcolonial Literary Inquiry](https://www.cambridge.org/core/journals/cambridge-journal-of-postcolonial-literary-inquiry)
- [Journal of Postcolonial Writing](https://www.tandfonline.com/toc/rjpw20/current)
- [The Journal of Commonwealth Literature](https://journals.sagepub.com/home/jcl)
- [The Journal of Commonwealth and Postcolonial Studies](http://www.jcpcsonline.com/)
- [Postcolonial Studies Association](http://www.postcolonialstudiesassociation.co.uk/links/)

**Educational Methods**

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<td>Lecture</td>
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<tr>
<td>Office hours</td>
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<td>Class presentations</td>
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<tr>
<td>Class discussion and debate</td>
<td>(student, group)</td>
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<tr>
<td>Autonomous work:</td>
<td></td>
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<tr>
<td>- Reading of assigned texts for class discussion</td>
<td>(student, individual)</td>
</tr>
<tr>
<td>- Elaboration of research paper</td>
<td>(student, individual)</td>
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**Evaluation**

**Evaluation instruments**

- Written research paper on a narrative text agreed on with the teachers (50%)
- 15 minute class presentation of research paper (35%)
- Class discussion/participation (15%)

Evaluation Criteria

- Autonomous study of assigned readings
- In-class active discussion of assigned readings
- In-class presentation of research paper:
  o Thesis statement
  o Relevance for postcolonial studies/originality
  o Critical approach/instruments
  o Objectives and Methodology
  o Analysis
  o Sources
  o Clarity of exposition/Management of technical facilities

- Written Research Paper:
  o Thesis statement
  o Relevance for postcolonial studies/originality
  o Critical approach/instruments
  o Objectives and Methodology
  o Analysis
  o Sources
  o Clarity of exposition/Following Style Guide

Continuous Assessment

Class discussion/participation (15%).

ADDITIONAL INFORMATION
Información adicional
# LA NOVELA ANGLO-AMERICANA ENTRE LOS SIGLOS XIX Y XXI: COMUNIDAD E INDIVIDUO

<table>
<thead>
<tr>
<th>MÓDULO</th>
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<td></td>
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<td>La novela anglo-americana entre los siglos XIX y XXI: Comunidad e individuo</td>
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## PROFESOR(ES)

- Dr. Gerardo Rodríguez Salas (UGR)
- Dra. Mercedes Díaz Dueñas (UGR)
- Dra. Paula Martín Salván (UCO)
- Dra. María Jesús López Sánchez-Vizcaíno (UCO)

## DIRECCIÓN COMPLETA DE CONTACTO PARA TUTORÍAS/CONTACT
(Dirección postal, teléfono, correo electrónico, etc.)

- Departamento de Filologías Inglesa y Alemana
  - Campus Universitario de Cartuja s/n
  - 18071, Granada – España
- Prof. Gerardo Rodríguez Salas
  - Despacho F2, 4ª planta. Dpto. Filologías Inglesa y Alemana, Facultad de Filosofía y Letras.
  - Tlf. 958 24 0000 Ext. 20131
  - Email: gerardor@ugr.es

## HORARIO DE TUTORÍAS/OFFICE HOURS

- Prof. Gerardo Rodríguez Salas
  - 1C: L-X: 10.13h
  - 2C: L-X: 9.30-12.30h

## MÁSTER EN EL QUE SE IMPARTE

Máster en Literatura y Lingüística Inglesas
Master in English Literature and Linguistics

## OTROS MÁSTERES A LOS QUE SE PODRÍA OFERTAR

## PRERREQUISITOS Y/O RECOMENDACIONES (si procede)

## BREVE DESCRIPCIÓN DE CONTENIDOS (SEGÚN MEMORIA DE VERIFICACIÓN DEL MÁSTER)

### THEORETICAL

The aim of this course is to offer a critical overview of the evolution of the Anglo-American novel from the nineteenth to the twenty-first century. The starting point will be the documentary realism Victorian novelists inherited from eighteenth century authors, like Henry Fielding, Daniel Defoe and Tobias Smollett, overtly working inside the picaresque tradition. Charles Dickens is the nineteenth century author who better consolidates this textual tradition. This tradition is not incompatible with other narrative developments, such as satire (Swift), sentimental romance (Burney), gothic romance (Radcliffe), historical romance (Scott), or domesticated ironic realism (Austen), but it undoubtedly provides a singular framework for the articulation of narrative modes that are sociologically biased, such as the “condition of England novel” (Dickens, Disraeli, Edgeworth, Charlotte
Brontë) or crime romance (Dickens, Collins). Both modes strongly influenced later narrative experiments by Henry James, Joseph Conrad or George Eliot aimed at the exposure of ideological violence.

We also aim at exploring the deep structure underpinning many novels that virtually conform to these narrative modes. This deep structure features the conflict between a potentially anomic or anti-social individual and the normative realm (the nomos) of the social community that seeks to assimilate her with the aim of averting her potential threat. The tension between a free and potentially entropic subject and the organic community that may virtually repress her constitutes the blueprint of many narratives whose chief objective is to corroborate the impossibility of removing such tension and reaching a reconciliation. Adultery, crime and political subversion are some of the forms that individual, anti-communitarian, rebellion takes, but the morphology of delinquency is vast. In many cases, a false narrative closing leads either to the sacrifice of the anomic individual or to her forced re-integration within the community. Only modernist fiction affords veritable lines of flight (escape from society, erotic flight, suicide) only prefigured by the German romantics and American transcendentalists. This radical escapism is hardly compatible with plain realism. Still, Victorian fiction made exceptional room for it: Emily Brontë’s *Wuthering Heights*. Partly due to this escapist allure, modernist—and post-modernist—fiction run into a major contradiction. Ideological (political, religious and artistic) commitment often lead to the reactive creation of minor, if not minority, communities that could result, in the event, more essentialist, organic and repressive than the societies they seek to undo.

For the theoretical articulation of this course we will draw extensively from the work of Fredric Jameson, Franco Moretti, Joseph Hillis Miller, Jean-Luc Nancy and Maurice Blanchot.

**PRACTICAL**

The primary sources for the course, which serve as practical applications of the theoretical tenets, will be the following: *Oliver Twist* (Charles Dickens), *The Scarlet Letter* (Nathaniel Hawthorne), *Cape Grimm* (Carmel Bird).

**COMPETENCIAS GENERALES Y ESPECÍFICAS DEL MÓDULO**

**COMPETENCIAS GENERALES**

- Comprender el material escrito y desarrollar el hábito de la lectura de textos en lengua inglesa, valorando críticamente lo que se lee, estableciendo conexiones entre materias y áreas.
- Expresar ideas con claridad y corrección; en especial, es deseable que se hayan desarrollado las capacidades de describir, narrar, explicar y argumentar.
- Inferir y deducir significados de textos literarios.
- Plantear, analizar y resolver problemas relacionados con las materias de estudio: enfrentarse a desafíos intelectuales generando respuestas propias.
- Desarrollo de la curiosidad, de la capacidad de observación, de plantear preguntas y poner a prueba respuestas. Reflexión y análisis crítico.
- Capacidad de utilización de las nuevas tecnologías como herramienta de aprendizaje e investigación, así como medio de comunicación y difusión.
- Desarrollo de actitudes de confianza, iniciativa, disciplina, creatividad, curiosidad y placer en el estudio.
- Disposición al diálogo plural, al debate de ideas, a la reflexión, al análisis crítico, al aprendizaje autónomo y consciente.
- Disposición para el respeto a la diferencia, la apreciación de la diversidad en todas sus facetas académicas y vitales, de la interconexión transcultural, curiosidad y actitud abierta a otras culturas, ideas y paradigmas.
- Compromiso ético y preocupación por el trabajo de calidad.

**COMPETENCIAS ESPECÍFICAS**

1) Cognitivas-saber:

Conocimiento de autores y obras desde la perspectiva comunitaria estudiada en clase. Capacidad de analizar los textos especificados en el programa de forma detallada y exhaustiva.

2) Procedimentales/instrumentales-saber hacer:
1. Lectura crítica y detallada (close reading) de textos literarios en lengua inglesa.
2. Aplicación de las técnicas de análisis de la literatura a través de comentarios de texto.
3. Aplicación de teorías comunitarias al estudio y análisis de textos literarios en lengua inglesa.
4. Redacción de ensayos sobre textos literarios utilizando con propiedad la destreza expositiva por medio de argumentaciones claras, razonadas y bien fundamentadas en los textos y fuentes secundarias, conducentes a la elaboración reconciliation críticas, y siguiendo las convenciones del sistema MLA (citas, referencias bibliográficas, etc.

3) Actitudes:

- Gusto por la lectura de textos literarios en lengua inglesa.
- Interés y curiosidad intelectual por conocer y apreciar otras culturas, valorar su especificidad, y relacionarla de forma crítica con la propia cultura.
- Predisposición al debate plural y fundamentado de teorías, interpretaciones y textos por medio del análisis crítico y la argumentación razonada.
- Deseo de responsabilizarse del aprendizaje autónomo en textos literarios en lengua inglesa.
- Predisposición a la generación de nuevas ideas.
- Aceptación de que la interpretación hermenéutica de un texto es solamente una entre las muchas posibles lecturas que pueda generar dicho texto.
- Aceptación de la pluralidad intrínseca a la literatura, y asimilación de la diversidad de voces, ideologías, realidades y visiones del mundo representadas y generadas por los textos literarios.

OBJETIVOS (EXPRESADOS COMO RESULTADOS ESPERABLES DE LA ENSEÑANZA)

OBJETIVOS GENERALES:

1. Conocer las disciplinas de estudio de la literatura en lengua inglesa, así como desarrollar la capacidad de comentario y análisis mediante la aplicación de diferentes perspectivas de la crítica literaria.
2. Involucrarse activamente en el aprendizaje dentro de un clima de participación, mediación, cooperación y comunicación interpersonal, responsabilizándose de la construcción del propio saber y asumir la importancia de este proceso a lo largo de la vida.
3. Desarrollar la autonomía en el aprendizaje mediante metas factibles y útiles, la búsqueda de recursos y bibliografía, así como la lectura analítica e inquisitiva de estos materiales.
4. Adquirir la capacidad de trabajo efectivo en equipo, de organización de trabajos, y de análisis y resolución de problemas.

OBJETIVOS ESPECÍFICOS:

- Familiarizarse con una introducción general a los estudios comunitarios con sus principales figuras críticas.
- Conocer una selección de autores y autoras representativos procedentes de diversos países de habla inglesa desde el siglo XIX hasta nuestros días prestando especial atención a cuestiones de género y a su interrelación con aspectos de nacionalidad, clase, orientación sexual y raza.
- Adquirir las herramientas necesarias para entender los aspectos literarios y filológicos de los textos seleccionados.
- Desarrollar las destrezas necesarias para articular un pensamiento crítico a través de ensayos y discusiones en clase.

TEMARIO DETALLADO DE LA ASIGNATURA

INTRODUCTION TO COMMUNITARIAN THEORY
(Prof. Rodríguez Salas)
PART I: DICKENS AND HAWTHORNE
(Prof. Jiménez Heffernan)

PART II: COMMUNITARIAN THEORY IN THE 20th CENTURY
(Prof. Rodríguez Salas)

- Community and religion, nation and ethnicity. Carmel Bird’s Cape Grimm

ENLACES RECOMENDADOS/BIBLIOGRAFÍA

COMPULSORY READINGS

PART I

Charles Dickens, Oliver Twist


Nathaniel Hawthorne, The Scarlet Letter


PART II

Primary sources


Theoretical background


**Criticism (Bird)**


**COMPLEMENTARY READINGS**


---. “‘All designed from the outside': Distorted Communication and Communal Structures in William Gaddis’ *Carpenter's


**RODRÍGUEZ SALAS, Gerardo.** 2016: “‘As Much Dead As He Is’: Community, Finitude and Sibling Intimacy in Katherine Mansfield”. *Atlantis* 38.2 (2016): 63-82.


### METODOLOGÍA DOCENTE

La metodología docente empleada se fundamenta en tres tipos de actividades formativas:

- a. Clases presenciales de carácter teórico/práctico,
- b. Seminarios, talleres,
- c. Examen final.
Estas actividades se desarrollarán íntegramente en inglés.

Las actividades que integran el trabajo personal del alumno con el objetivo de facilitar la adquisición de las competencias de esta materia se distribuirán en los siguientes porcentajes sobre el total (5 créditos):

1. Actividades presenciales: 30%;

2. Actividades no presenciales: 60%, dedicadas a: estudio, lecturas de textos, búsqueda bibliográfica, preparación de casos/tareas, trabajo autónomo del alumno, seminarios, tutorías.

3. Evaluación: 10%. Incluye exámenes escritos, tutorías de evaluación, evaluación formativa.

En las clases presenciales se utilizará una metodología que estimule la participación activa del alumno con el objetivo de facilitar a los estudiantes la construcción significativa de la trama semántica de la materia y el desarrollo de las competencias relacionadas con la utilización de dicha trama tanto en el análisis crítico como en la resolución de problemas. Para tal fin, la metodología se caracterizará por:

1. El uso de estrategias docentes diversas: Clases expositivas (que incorporan el uso de tecnologías audiovisuales), debates, estudios de caso, trabajo cooperativo, análisis, lecturas, etc.

2. El uso de técnicas que fomenten la discusión y la reflexión sobre aspectos teóricos y prácticos con el objetivo de fomentar la evaluación crítica tanto de las diferentes concepciones teóricas como de su aplicación práctica.

3. La integración de teoría y práctica.

4. La revisión/discusión de bibliografía secundaria.

5. El trabajo colaborativo que permita el desarrollo de competencias relacionadas con el trabajo y la coordinación entre e intra grupos para la toma de decisiones que afecten al proyecto del trabajo en su conjunto.

6. La incorporación de las nuevas tecnologías, mediante el uso de las plataformas especializadas de enseñanza: SWAD (Soporte Web de Apoyo a la Docencia), WebCT, ANT, etc.

### EVALUACIÓN (INSTRUMENTOS DE EVALUACIÓN, CRITERIOS DE EVALUACIÓN Y PORCENTAJE SOBRE LA CALIFICACIÓN FINAL, ETC.)

Se valorarán como aspectos indicativos del rendimiento de los/as alumnos/as, y por tanto constituyen valores integrantes de la calificación global obtenida en las asignaturas correspondientes, los siguientes:

7. Asistencia y participación activa en clase: realización y corrección de actividades en clase, participación en discusiones críticas, y en el planteamiento y resolución de dudas. (30% de la nota global)

8. Realización de exámenes, evaluando conocimiento y asimilación de hechos históricos y culturales, comprensión crítica de los textos, y capacidad argumentativa y expositiva. Es imprescindible aprobar el examen para que puedan tenerse en cuenta el porcentaje de participación a la hora de calcular la calificación final. (70% de la nota global)

### INFORMACIÓN ADICIONAL

Nota: La detección de plagio supondrá una calificación numérica de 0.
# AN INTRODUCTION TO RESEARCH IN LINGUISTICS

Introducción a la investigación en Lingüística

<table>
<thead>
<tr>
<th>MODULE Módulo</th>
<th>SUBJECT Materia</th>
<th>YEAR Curso</th>
<th>SEMESTER Semestre</th>
<th>ECTS</th>
<th>TYPE Carácter</th>
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<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>An introduction to research in Linguistics</td>
<td>2019-2020</td>
<td>1</td>
<td>5</td>
<td>Compulsory</td>
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**PROFESSOR Professor(es)**

<table>
<thead>
<tr>
<th>Dr. Ana Díaz Negrillo</th>
<th>Departamento de Filologías Inglesa y Alemana Campus Universitario de Cartuja s/n 18071, Granada – España</th>
</tr>
</thead>
</table>
| Dr. Rocío Montoro Araque | Ana Díaz Negrillo  
Office F8  
Telf.: 958-241000 (Ext. 20139)  
Email: anadiaznegrillo@ugr.es |
| Dr. Salvador Valera Hernández | Rocío Montoro Araque  
Office F24  
Telf.: 958-241000 (Ext. 20245)  
Email: rmontoro@ugr.es |

**HORARIO DE TUTORÍAS OFFICE HOURS**

| Ana Díaz Negrillo | Ana Díaz Negrillo  
1st term: Tue & Thu 9.30-12.30  
2nd term: Mon & Wed 11.30-12.30; 15.30-17.30 |
|-------------------|--------------------------------------------------------------------------------------------------|
| Rocío Montoro | Rocío Montoro  
1st term: Tue & Thu 9.00-10.30; 12.30-14.00  
2nd term: Tue & Thu 9.30-12.30 |
| Salvador Valera Hernández | Salvador Valera Hernández  
1st term: Mon & Wed 10.30-13.30  
2nd term: Mon 8.00-14.00 |
**MA Programme in English Linguistics and Literature**

**Student Guide**

**Master in English Literature and Linguistics**

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**MASTER WHERE IT IS OFFERED/ Máster en el que se imparte**

Máster en Literatura y Lingüística Inglesas

**OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar**

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**PREREQUISITES AND/OR RECOMMENDATIONS**

**Prerrequisitos y/o recomendaciones (si procede)**

Students are expected to demonstrate their proficiency in English at C1 level (CEFR) or above. They are also expected to focus their research interests on any aspect of English linguistics.

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**BRIEF DESCRIPTION OF COURSE CONTENTS**

**Breve descripción de contenidos (según memoria de verificación del máster)**

This course offers a theoretical and practical introduction to research methods in linguistics. The course focuses, mainly though not exclusively, on corpus-based research methods in linguistics and addresses how these can help investigate a variety of aspects in English linguistics, such as the analysis and/or construction of corpora, both native and second language (L2) corpora. Corpus-based approaches to the study of language are complemented by an overview of qualitative approaches to English too. Crucially, this course also addresses aspects of academic writing in linguistics including the analysis of empirical papers in linguistics, how to structure a paper as well as how to present the hypothesis, aims, methods and results of linguistics research.

---

**GENERAL AND SPECIFIC COMPETENCIES**

**Competencias generales y específicas del módulo**

**General competences:**

Students:

CG4. Can use new technologies as learning and research tools, as well as a means of communication and dissemination.

CG5. Can understand longer and complex texts of any kind.

CG6. Can present descriptions of complex issues in a variety of formats (written, oral and digital) and can draw their own solid conclusions.

CG1. Can develop the appropriate skills in interpersonal relations and interlinguistic mediation.

CG2. Can become successful autonomous learners.

CG3. Can search for information (oral, printed, audiovisual, digital or multimodal), and transform it into knowledge.

CB6 – Students should be able to acquire the appropriate knowledge as basis for original, critical thinking in their own research practice.

CB7. Students should be able to apply the new acquired knowledge combined with appropriate problem-solving skills to the research area of their choice.

CB8. Students should be able to integrate various types of knowledge and draw conclusions from it, as well as reflect upon the social and ethical responsibilities associated with the publication of their research output.

CB9 - Students should be able to justify their research methods and data choice as well as communicate their research outputs clearly and competently both to specialised and non-specialised audiences.

CB10 - Students should acquire the necessary skills to become fully independent researchers.

**Specific competences**

CE1 – To learn and critically assess the latest linguistic theories, methodologies and research in English Linguistics (understood amply).
CE3 – To design and conduct original research; i.e., to be able to write original research papers following the appropriate academic conventions including the formulation of a valid hypothesis, the presentation of a framework of analysis, the analysis proper as well as a solid conclusion.

CE4 - To be able to present and support with solid arguments the research aims, methodology and results of a research paper in English, whether the object of analysis is literature in English or English linguistics.

CE8 - To be aware of the various theoretical approaches and research principles (research planning, data sampling, data collection, data processing and analysis) in the various subdisciplines in English linguistics, among others, lexicography, sociolinguistics and historical linguistics.

CE9 - To be aware of corpus linguistics principles as well as their application to a variety of interdisciplinary domains.

CE10 - To develop the ability to apply the principles of linguistics beyond the domain of theoretical linguistics, for example in subdisciplines such as pragmatics, discourse analysis, philosophy of language, gender studies, (literary and non-literary) stylistics, film language or language acquisition and language teaching.

OBJECTIVES
Objetivos (expresados como resultados esperables de la enseñanza)

1. To identify and apply the most suitable procedure and data source in each research project.
2. To identify and apply the most suitable computerised corpora and their resources to each research project.
3. To learn how to use the most popular corpus software and corpus resources.
4. To sample, collect and process (quasi) experimental data in applied linguistics.
5. To understand the basics of experimental design in linguistics (variables, hypotheses, basic designs).
6. To use statistical software so as to analyse linguistic data with basic statistical techniques (t-tests and correlations).
7. To analyse the sections of an empirical paper in linguistics and to apply such analysis to students’ own research/dissertation.
8. To learn how to structure a research paper in linguistics according to standardised conventions in linguistics (planning, organization, drafting).
9. To learn how to present clearly the aims, methods and results of empirical research in linguistics.

DETAILED DESCRIPTION OF THE CONTENTS
Temario detallado de la asignatura

1. Research in linguistics (Salvador Valera Hernández)
   1.1. Research design
   1.2. Dissemination

2. Research methods in (applied) linguistics: learner corpora (Ana Díaz Negrillo)
   2.1. Learner corpora: types and applications
   2.2. Learner corpus design, annotation and analysis

3. Research methods in (applied) linguistics: discourse analysis (Rocío Montoro)
   3.1. Corpus-based approaches to the analysis of (different types of) discourse
   3.2. Quantitative vs. qualitative approaches
   3.3. Hypothesis formulation, falsifiability and replicability

RECOMMENDED BIBLIOGRAPHY
Bibliografía:


**RECOMMENDED LINKS**

**Enlaces recomendados**

Antconc. [http://www.laurenceanthony.net/software/antconc/](http://www.laurenceanthony.net/software/antconc/)
MHRA: [http://www.mhra.org.uk/style/download.html](http://www.mhra.org.uk/style/download.html)
Wmatrix: [https://ucrel-wmatrix4.lancaster.ac.uk/](https://ucrel-wmatrix4.lancaster.ac.uk/)

**EDUCATIONAL METHODS**

**Metodología docente**

The teaching methodology includes the following activities:

Contact activities:
- Lectures
- Seminars
- Oral presentations
- Individual/group work
- Office hours/feedback

Non-contact activities:
2. Self-study
3. Assignment

**EVALUATION**

**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**

Assessment components weight

Students are expected to take part in class tasks and to submit one assignment per lecturer. The evaluation instruments and percentages are, therefore, as follows:

- Participation in class activities (30%, 10% per course section).
- Written assignments (50%)

For section *Research methods in applied linguistics: learner corpora* (A. Díaz Negrillo) (25%)
He for section *Research methods in (applied) linguistics: discourse analysis* (R. Montoro) (25%)
- Oral presentation (20%), for section *Research in linguistics* (S. Valera Hernández).

**Evaluation criteria**

**Contents:**
- Relevance
- Comprehensiveness
- Degree of detail
- Potential development

**Form:**
- Structure
- Use of English
- Style sheet conformity

**ADDITIONAL INFORMATION**

**Información adicional**

Only students wishing to focus on English Linguistics need to take this course. Those students who have chosen to specialise in English Literature have to choose the course “Introduction to research methods in literatures in English since the middle ages to the 21st century” instead.

The rest of courses in Linguistics are elective.
You must choose 35 credits from the following
## INTRODUCTION TO DISCOURSE ANALYSIS: THE AREA OF ENGLISH FOR BUSINESS AND TECHNOLOGY

<table>
<thead>
<tr>
<th>Module/Módulo</th>
<th>Subject/Materia</th>
<th>Year/ Curso</th>
<th>Semester/Semestre</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Introduction to Discourse Analysis: The Area of English for Business and Technology</td>
<td>2019-2020</td>
<td>2</td>
<td>5</td>
<td>Optional</td>
</tr>
</tbody>
</table>

### Professor(s)/Profesor(es)

- Dr Ángel Felices Lago (afelices@ugr.es)
- Dr. Ricardo Mairal Usón (rmairal@flog.uned.es)
- Pedro Ureña Gómez-Moreno (pedrou@ugr.es)

### Contact/Dirección completa de contacto para tutorías

Departamento de Filologías Inglesa y Alemana
Campus Universitario de Cartuja s/n
18071, Granada – España

Prof. Ángel Felices Lago
Office: B010 (Faculty of Economics and Business Administration)
Telf.: 958-244087
email: afelices@ugr.es

### Office Hours/Horario de tutorías

Mondays: 10.30 to 12.30
Tuesdays: 10.30 to 14.30

### Master Where it is Offered/Máster en el que se imparte

Máster en Literatura y Lingüística Inglesas
Master in English Literature and Linguistics

### Other Masters Where it Could be Offered/Otros másteres a los que se podría ofertar

Master in English Literature and Linguistics

### Prerequisites and/or Recommendations/Prerrequisitos y/o recomendaciones (si procede)

Advanced level in English (C1 or similar)

### Brief Description of Course Contents/Breve descripción de contenidos (según memoria de verificación del máster)

I (Topics for research):
1. General language versus specialized languages.
2. Characteristics of specialized languages.
3. English for business purposes.
4. Foundations of register, genre and metadiscourse analysis applied to business topics.
5. Register and genre analyses activities.
6. Technological developments for LSP.

II: (Specialized discourse and vocabulary acquisition):
1. Key to understand the basic business terminology.
2. Key to understand the economic / business terminology in the 4 areas of management: production, finance, human resources and marketing.

<table>
<thead>
<tr>
<th>GENERAL AND SPECIFIC COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>Competencias generales y específicas del módulo</strong></td>
</tr>
</tbody>
</table>

**Basic and general**
To develop communicative interpersonal and interlinguistic mediation skills
To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
To search for information (in any sort of format) and turn it into knowledge.
Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
To understand long and complex texts of any sort (technical, narrative, or literary)
To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
CB10 - To have the learning skills that allow students to keep studying in a way that will be largely autonomous.

**Transversal**
Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.

**Specific**
CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.
CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.
CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.
CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.
CE8. To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in areas of English linguistics such as lexicography, sociolinguistics and historical linguistics, among others.

CE9 – To know the principles of corpus linguistics and its different applications in various interdisciplinary fields.

CE10. To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual teaching.

**OBJECTIVES**

**Objetivos (expresados como resultados esperables de la enseñanza)**

- Understand and critically evaluate theories, methods (planning, collection, sampling, processing and analysis of data) and the current results of research in the area of English linguistics applied to terminology, lexicology and discourse analysis, with a special emphasis in the genre analysis theory.
- Identify basic aspects of corpus analysis and computational linguistics and its different applications in various interdisciplinary fields.
- Explain and apply the objectives, methodology and results of a research work in the field of English for specific purposes, as part of the linguistic areas mentioned above.

**DETAILED DESCRIPTION OF THE CONTENTS**

**Temario detallado de la asignatura**

**THEORETICAL**

This course is aimed at graduates in foreign languages and other related degrees who wish to develop their research profile in the area of English for specific purposes oriented to the world of international trade and technological applications to facilitate business activity and business language research. In a preliminary phase, there will be an introduction of students to the key contents of business English to facilitate the understanding of this specialized field. Also, the profile of this course may favor diverse professional approaches, different from those which are conventionally associated with the field of English Philology: It is evident that the globalization of the economy and the enormous expansion of international trade are forcing the vast majority of medium and small companies to employ very flexible professionals who can use their proficiency in English to export and/or import activities. In addition to the option of providing support for a professional profile, this course also offers: (1) research-oriented contents and activities, particularly those which facilitate the implementation of new technological profiles, such as knowledge engineering or computational applications to the area of business, and (2): a detailed analysis of the cultural, pragmatic, semantic and syntactic features characterizing LSP genres with a special emphasis on the areas of business and marketing. For that purpose, a selection of relevant documents, academic texts and articles will be offered to the students.

**PRACTICAL**

**PART I (Topics for research):**

1. **General language versus specialized languages:** - Parallels and contrasts. - Introduction to terminology.


3. **English for business purposes:** - Needs analysis. - Course design. - Language variation. - Written
and spoken discourse. -- Foundations of register, genre and metadiscourse analysis applied to business topics.

4.- **Register and genre analyses activities:** - Application of the contents of the previous sections to a selection of professional texts.

5.- **Technological developments for LSP:** A basic introduction to relevant applications of knowledge engineering and natural language processing to LSP, terminological corpora, terminology extractors and the construction of ontologies. The language of Conceptual Representation: COREL.

**PART II: (Specialized discourse and vocabulary acquisition):**

**Compulsory reading:**

**Topics:** 1. - Key to understand the basic business terminology. 2. - Key to understand the economic / business terminology in the 4 areas of management: production, finance, human resources and marketing. 3. - Keys for business communication strategies (Meetings, presentations, negotiations).

**RECOMMENDED BIBLIOGRAPHY**

**Bibliografía:**


SUAU JIMÉNEZ, F. (2010) *La traducción especializada (en inglés y español en géneros de economía*

<table>
<thead>
<tr>
<th>RECOMMENDED LINKS</th>
<th>Enlaces recomendados</th>
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<tr>
<th>EDUCATIONAL METHODS</th>
<th>Metodología docente</th>
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<tbody>
<tr>
<td>Autonomous work.</td>
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<tr>
<td>Oral presentations, discussion and debates</td>
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<td>Lectures</td>
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<td>Individual work</td>
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<tr>
<td>Evaluation instruments</td>
<td>- Tasks, exercises and problema solving.</td>
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<td></td>
<td>- Reports</td>
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**Evaluation Criteria:**

- To sit an exam (60% of the final grade) for the assessment of theoretical readings and a practical analysis of register and genre to one or more documents as explained during the course.
- The student must prove, through a series of tests, his mastery of specialized vocabulary and terminology of economics and business English equivalent to 20% of the final grade.
- The remaining 20% would be obtained from class attendance, class participation and oral presentation.

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### TOWARDS A CRITICAL ANALYSIS OF PUBLISHED EMPIRICAL RESEARCH

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<th>MODULE/ Módulo</th>
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<th>SEMESTER/ Semestre</th>
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<th>TYPE/ Carácter</th>
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<td>Master’s Programme in English Literature and Linguistics</td>
<td>Towards a Critical Analysis of Published Empirical Research</td>
<td>2019-2020</td>
<td>1</td>
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</table>

#### CONTACT/ Dirección completa de contacto para tutorías

(Dirección postal, teléfono, correo electrónico, etc.)

- Elaine Hewitt

Department of English, Faculty of Philosophy and Letters, University of Granada, Campus Cartuja, 18071 Granada, Spain.

Office F-25 (top floor), Tel. 958 24 10 00 Extension: 20246 (please ring within tutorial hours)

ehewitt@ugr.es

#### OFFICE HOURS/ Horario de tutorías

For Elaine Hewitt’s Office Hours please see:

http://directorio.ugr.es/

#### MASTER WHERE IT IS OFFERED/ Máster en el que se imparte

Máster en Literatura y Lingüística Inglesas

Master in English Literature and Linguistics

#### OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar

#### PREREQUISITES AND/OR RECOMMENDATIONS

Prerrequisitos y/o recomendaciones (si procede)

Advanced level of English (C1 minimum). The student will have a good knowledge of the English language and a basis of applied linguistics.

#### BRIEF DESCRIPTION OF COURSE CONTENTS

Hacia un Análisis Crítico de la Investigación Empírica Publicada
BRIEF DESCRIPTION OF CONTENTS:
1: Towards a critical analysis of the sections of Abstracts and Introductions.
2: Evaluating the Methods and Procedures subdivisions.
3: Giving an informed opinion about the Results.
4: Verifying the Discussion and Conclusions sections.

GENERAL AND SPECIFIC COMPETENCIES

CE1. Know and critically evaluate current theories, methods and current results of research in the field of English language and English linguistics.
CE2. Identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English language and linguistics.
CE8. Know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in areas of English linguistics such as lexicography, sociolinguistics and historical linguistics, among others.
CE10. Develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual teaching.

OBJECTIVES

Results of the present course/learning: This course aims to guide students in the critical and constructive reading of articles in research into applied linguistics. It is an eminently practical course based on the constant reaction on the part of the student. The constructive critique is first guided, then semi-guided and finally free and effective. Therefore, it is a course especially useful for students recently graduated from a first degree, in addition to students with more experience in research.

DETAILED DESCRIPTION AND OBJECTIVES:

This course especially helps the student arrive, little by little, at the necessary level for embarking on the Master’s Research Dissertation, which comprises the next stage of the department’s programme. This is because the present course serves as a bridge between the Master’s programme and the student’s own research.

Why do we need critical readers that can evaluate the research of others? The first reason is that a critical reader can discover new areas that still need exploring and so contribute enormously to the area of research as a direct result of that critical reading. Second, in this way it can help them devise their own empirical investigation projects. That is to say, this course will help to students to think about the necessary basis before beginning any practical action. It will guide them with respect to the current knowledge and get them in condition in order to compare the usefulness of the student’s own ideas with that of contemporary investigations. All this with the hope that the student’s own research will be original investigations, and primary, not secondary research. Neither a mere “re-hash” of the work of others. It is hoped that future research by the students of this Master’s course really advances the field. The third reason is that learning to read investigation in a constructive way is strongly linked to learning to write good research. It will be better work later presented for publication and evaluation. The last reason is that to draw sense from the information that is presented to the student is an obligation, due to the impact that articles could have on the classroom and on the professions related to applied linguistics.
### RECOMMENDED LINKS
**Enlaces recomendados**

### RECOMMENDED BIBLIOGRAPHY
**Bibliografía:**


### EDUCATIONAL METHODS
**Metodología docente**

**EDUCATIONAL METHODS:** Seminars on the specific content and bibliography. Active participation in classes, seminars, commentaries etc., about empirical articles. Task-based methodology.

### EVALUATION
**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**

**Continuous Evaluation**

1. Class attendance and participation (50% of the final mark),

2. Autonomous study and Workbook homework after each class (50% of the final mark - and only in combination with the attendance and participation quality - never separately).
## LANGUAGE AND GENDER, A CRITICAL PERSPECTIVE
Lenguaje y Género: Un Acercamiento Crítico.

<table>
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<tr>
<th>MODULE</th>
<th>SUBJECT</th>
<th>YEAR</th>
<th>SEMESTER</th>
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</table>

### PROFESSOR/Profesor(es)

Encarnación Hidalgo Tenorio

- Departamento de Filologías Inglesa y Alemana
- Facultad de Filosofía y Letras
- Campus de Cartuja s/n
- 18071 University of Granada
- Office F28

- Email: ehidalgo@ugr.es
- Tel.: 958 241000 (Ext. 20251)

### OFFICE HOURS
Horario de tutorías

M & W: 4.30 pm -7.30 pm

### MASTER WHERE IT IS OFFERED
Máster en el que se imparte

- Máster en Literatura y Lingüística Inglesas
- Master in English Literature and Linguistics

### OTHER MASTERS WHERE IT COULD BE OFFERED
Otros másteres a los que se podría ofertar

- GEMMA

### PREREQUISITES AND/OR RECOMMENDATIONS
Prerrequisitos y/o recomendaciones (si procede)

### BRIEF DESCRIPTION OF COURSE CONTENTS
Breve descripción de contenidos (según memoria de verificación del máster)

**Theory**

In this seminar we scrutinise the relationship between a social construct such as gender and the system of communication we human beings come to use every single day.

The syllabus develops in a double direction: from language to gender and from gender to language. This means that we analyse both how the speaker’s gender may influence their linguistic behaviour, and the way gender is represented in various contexts. The evolution from the deficit, difference and dominance approaches to a shift to discourse is regarded as crucial here. So attention is not directed to whether men and women speak differently, or whether the language used by females is a deviation from the male norm, but on which grounds gender can be comprehended as a dynamic construct.

The main theoretical framework underpinning this course is (critical) discourse analysis. Thus, among other things, we
examine enactments of power by men and women in the public domain. We also see how research has abounded on the role of gender in politics, the media, the workplace or the classroom context. Sexism, victimisation, emancipation and the construction of identity are key issues in question. As for our methodological bent, we aim for qualitative corpus-based research.

The description of so-called female language is the starting point from which students will depart. By the end of the course, they will have debunked some views on this particular issue and will have got familiar with sociolinguistics and pragmatics, as well. Notions such as power, status and hegemony will be employed to understand how asymmetry works.

**Practice**
- Individual exercise on gender and society;
- Individual exercise on gender and advertising;
- Oral presentation about gender and sociolinguistics;
- Individual final essay on gender and corpus linguistics.

**GENERAL AND SPECIFIC COMPETENCIES**

**Competencias generales y específicas del módulo**

**Basic competences**
- CB6 – To possess and understand knowledge that can provide a basis or opportunity to be original in the development and/or application of ideas, often in a research context;
- CB7 – To know how to apply the knowledge acquired in the classroom and how to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study;
- CB8 – To integrate knowledge and face the complexity of formulating opinions based on information that includes reflections on the social and ethical responsibilities linked to the application of student’s knowledge and judgment;
- CB9 – To know how to communicate conclusions and knowledge to specialised and non-specialised audiences in a clear and unambiguous way;
- CB10 – To have the learning skills that allow students to keep studying in a way that will be largely autonomous.

**General competences**
- CE1 – To understand and critically evaluate the most up-to-date theories and methods of research in the fields of English literature and English linguistics;
- CE2 – To identify case studies, and different epistemological approaches available to elaborate and defend arguments, as well as to solve problems within the area of English linguistics;
- CE3 – To design and carry out research projects, and translate their results into critical tests following the formal conventions of the MLA system, with a clear, rigorous and well-structured epistemological framework;
- CE4 – To expose and defend clearly the objectives, methodology and results of research in the field of literature and linguistics in English;
- CE8 – To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and analysis of data) in areas of English linguistics such as lexicography, sociolinguistics and historical linguistics, among others;
- CE9 – To know the principles of corpus linguistics and its different applications in various interdisciplinary fields;
- CE10 – To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual education.

**Specific competences**

**Cognitive**
- To know the metalanguage of systemic-functional grammar, (critical) discourse analysis and sociolinguistics;
- To know the principles of classification of concepts such as sex, gender, androcentrism, sociolect or dialect;
- To know and distinguish the different sociolinguistic perspectives, their areas of study and their applications.

**Procedural**
- To develop students’ capacity for linguistic analysis taking into account the co-textual and contextual factors that may have a decisive impact on language usage;
- To observe how the varieties of the English language depend on the degree of formality, place of birth, social context, age, and, especially, gender or identity sexual.
Attitudinal

- Intellectual curiosity to learn new theories and study new phenomena of social significance;
- Interest in the sociolinguistic aspects of English through active participation in class;
- Interest in the cultural and ideological manifestations of the English-speaking linguistic communities;
- Interest in the study of cultural identity;
- Initiative when adopting a multidisciplinary approach;
- Critical spirit with which to distinguish the pros and cons of any theoretical framework;
- Initiative to autonomously solve specific description problems;
- Flexibility and openness to diversity;
- Discipline and regularity in the study.

OBJECTIVES

Objetivos (expresados como resultados esperables de la enseñanza)

- To have learned to work on a team basis;
- To have learned to present ideas and opinions in public;
- To have learned to write ideas and opinions rationally and systematically;
- To have mastered the basic concepts related to sociolinguistics;
- To have understood the concepts of Speech Community and Social Network, and the relationships between them and linguistic variation;
- To have learned to identify variations in the English language motivated by variables such as the sex of the speaker or their sexual identity;
- To have learned to identify case studies of interest within the area, propose a project of analysis to solve the underlying problems to them following canonical and non-canonical models;
- To have learned to use the tools of corpus linguistics in order to carry out a bias-free analysis.

DETAILED DESCRIPTION OF THE CONTENTS

Temario detallado de la asignatura

- INTRODUCTION
  - KEY CONCEPTS
    - “SEX” IS NOT THE SAME AS “GENDER”
    - “SEXISM”, “ANDROCENTRISM”, “FEMINISM”, ETC.
    - GENDER AND LANGUAGE VS. LANGUAGE AND GENDER
  - STEREOTYPING, SILENCE AND OPPRESSION: CAUSES AND CONSEQUENCES
    - OTTO JESPERSEN’S “THE WOMAN”
    - THE COLLINS COBUILD AT STAKE
    - A FEMINIST DICTIONARY
  - POTENTIALLY USEFUL THEORETICAL APPROACHES TO GENDERED LINGUISTICS
    - SYSTEMIC FUNCTIONAL GRAMMAR
    - CORPUS-BASED CRITICAL DISCOURSE ANALYSIS
    - PRAGMATICS AND CONVERSATIONAL ANALYSIS

- LANGUAGE, GENDER AND SOCIETY
  - THE CONTRIBUTION OF SOCIOLINGUISTICS
  - WHAT IS A “SOCIOLECT”, AN “IDIOLECT” AND A “GENDERLECT”?
  - MEN AND WOMEN SPEAK DIFFERENTLY, SOME CLAIM
    - JENNIFER COATES’ DEFICIT, DIFFERENCE, DOMINANCE AND DIVERSITY APPROACHES
    - “WOMEN’S LANGUAGE” AS A CONSTRUCT
  - THE STARTING POINT: ROBIN LAKOFF
  - TRYING TO DESCRIBE THE DIFFERENCE
    - THE EMPIRICAL EVIDENCE
  - ONE EXAMPLE IN IRISH THEATRE
• MEN AND WOMEN IN POLITICS
• THE REPRESENTATION OF SEXUAL ORIENTATION
• GENDER AND LEARNER LANGUAGE

• BY WAY OF CONCLUSION
  o IN SEARCH OF A THEORETICAL ALTERNATIVE: JUDITH BUTLER’S POST-STRUCTURALIST STANCE
  o THE PROS AND CONS OF FEMINIST CRITICAL DISCOURSE ANALYSIS

RECOMMENDED BIBLIOGRAPHY

Bibliografía


**RECOMMENDED LINKS**

Enlaces recomendados

International Gender and Language Association; [http://igalaweb.wixsite.com/igala](http://igalaweb.wixsite.com/igala)
European Institute for Gender Equality; [http://eige.europa.eu](http://eige.europa.eu)
HeforShe; [http://www.heforshe.org/en](http://www.heforshe.org/en)
Language and gender1; [http://www.universalteacher.org.uk/lang/gender.htm](http://www.universalteacher.org.uk/lang/gender.htm)
Language and gender 2; [https://sites.google.com/site/englishatknutsford/home/eng...](https://sites.google.com/site/englishatknutsford/home/eng...)
Deborah Cameron; [https://www.english.ox.ac.uk/people/professor-deborah-cam...](https://www.english.ox.ac.uk/people/professor-deborah-cam...)
[http://webspace.qmul.ac.uk/jlcheshire/publications.htm](http://webspace.qmul.ac.uk/jlcheshire/publications.htm)
Janet Holmes; [http://www.victoria.ac.nz/lals/about/staff/janet-holmes](http://www.victoria.ac.nz/lals/about/staff/janet-holmes)
Veronika Koller; [http://www.lancaster.ac.uk/linguistics/about-us/people/ve...](http://www.lancaster.ac.uk/linguistics/about-us/people/ve...)
Robin Lakoff; [http://robinlakoff.com/](http://robinlakoff.com/)
Lia Litosseliti; [http://www.city.ac.uk/people/academics/evangelia-litosseliti](http://www.city.ac.uk/people/academics/evangelia-litosseliti)
Jane Sunderland; [http://www.lancaster.ac.uk/linguistics/about-us/people/ja...](http://www.lancaster.ac.uk/linguistics/about-us/people/ja...)
Deborah Tannen; [http://www.deborahattenann.com/](http://www.deborahattenann.com/)

**EDUCATIONAL METHODS**

Metodología docente

To facilitate the acquisition of the competences listed above, the students’ personal work will be distributed as follows:

- Face-to-face activities (30%) – theoretical and practical classes, tutorials and seminars;
- Non-contact activities (60%) – study, bibliographical search and paper writing;
- Evaluation (10%) – essays, written and oral exams, and formative evaluation.

Students’ active participation is more than welcome. Thus, the methodology of this seminar will be characterised by:

- The use of diverse teaching strategies (lectures, case studies, cooperative work);
- The integration of theory and practice;
- The use of techniques that encourage discussion and reflection on theoretical and practical aspects, in order to facilitate the evaluation of the different theoretical concepts and their practical application;
- Review and discussion of compulsory readings and other previously agreed materials;
- Collaborative work as well group discussion of individual analyses will be encouraged.

**Criteria**

- Critical knowledge of the concepts studied in the module;
- Ability to observe the English language from a sociolinguistic and discursive perspective, and to express properly the ideas that emanate from its reflection;
- Ability to develop a reasoned and informed explanation of all the aspects analysed in the classroom based on the analysis of all types of texts, be they speeches, news, images or multimodal documents.
## Evaluation

**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**

### Instruments
- Essays;
- Oral presentation;
- Final exam;
- Class participation.

### Criteria
- Critical knowledge of the concepts studied in the classroom;
- Mastery of technical terminology;
- Ability to elaborate a reasoned and informed explanation about the different concepts studied;
- Capacity to apply the knowledge acquired in the classroom;
- Degree of development of the competences of the module.

### Percentage
- Classwork: 30%;
- Attendance and participation: 20%
- Oral presentation: 20%
- Final assignment paper: 20%;
- Final exam: 10%.

### Notice
Plagiarism is unacceptable.

## Additional Information

**Información adicional**

- The language of tuition is English;
- All the materials and readings necessary to follow the lectures will be uploaded in SWAD (https://swad.ugr.es/es).
# PRINCIPLES AND METHODOLOGY FOR THE RESEARCH OF THE LEXICAL COMPONENT IN ENGLISH

Principios y Metodología para la Investigación del Componente Léxico en Inglés

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<th>MODULE/ Módulo</th>
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<td>PRINCIPLES AND METHODOLOGY FOR THE RESEARCH OF THE LEXICAL COMPONENT IN ENGLISH</td>
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</table>

**PROFESSOR/ Profesor(es)**

- Carlos Fco. Márquez Linares

**CONTACT/ Dirección completa de contacto para tutorías**

Departamento de Filologías Inglesa y Alemana
Facultad de Traducción e Interpretación
Universidad de Granada
C/ Puentezuelas, 55
18071, Granada, España

Prof. Carlos Fco. Márquez Linares

*Office 3*

Telf.: +58 240525
email:cmarquez @ugr.es

**OFFICE HOURS/ Horario de tutorías**

Monday, Tuesday and Thursday from 9 to 11.

**MASTER WHERE IT IS OFFERED/ Máster en el que se imparte**

Máster en Literatura y Lingüística Inglesas
Master in English Literature and Linguistics

**OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar**

**PREREQUISITES AND/OR RECOMMENDATIONS**

Prerrequisitos y/o recomendaciones si procede

**BRIEF DESCRIPTION OF COURSE CONTENTS**

Breve descripción de contenidos (según memoria de verificación del máster)

**THEORETICAL**

- The nature of the Lexical Component
- Theories of Lexical meaning
- The cognitive component
- Methodology for Lexical analysis
- Implications for other language-related disciplines

**PRACTICAL**

- Stepwise Lexical Decomposition
- Componential analysis
- Writing Definitions
- Lexical Domain analysis
- Corpus-based study on Polysemy

**GENERAL AND SPECIFIC COMPETENCIES**

**Competencias generales y específicas del módulo**

**BASIC COMPETENCIES**

CB6 – Students should be able to acquire the appropriate knowledge as basis for original, critical thinking in their own research practice.

CB7. Students should be able to apply the new acquired knowledge combined with appropriate problem-solving skills to the research area of their choice.

CB8. Students should be able to integrate various types of knowledge and draw conclusions from it, as well as reflect upon the social and ethical responsibilities associated with the publication of their research output.

CB9 - Students should be able to justify their research methods and data choice as well as communicate their research outputs clearly and competently both to specialised and non-specialised audiences.

CB10 - Students should acquire the necessary skills to become fully independent researchers.

**GENERAL COMPETENCES**

CG4. Can use new technologies as learning and research tools, as well as a means of communication and dissemination.

CG5. Can understand longer and complex texts of any kind.

CG6. Can present descriptions of complex issues in a variety of formats (written, oral and digital) and can draw their own solid conclusions.

CG1. Can develop the appropriate skills in interpersonal relations and interlinguistic mediation.

CG2. Can become successful autonomous learners.

CG3. Can search for information (oral, printed, audiovisual, digital or multimodal), and transform it into knowledge.

**SPECIFIC COMPETENCES**

CE1 – To learn and critically assess the latest linguistic theories, methodologies and research in English Linguistics (understood amply).

CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.

CE8 - To be aware of the various theoretical approaches and research principles (research planning, data sampling,
data collection, data processing and analysis) in the various subdisciplines in English linguistics, among others, lexicography, sociolinguistics and historical linguistics.

CE9 - To be aware of Corpus Linguistics principles as well as their application to a variety of interdisciplinary domains.

CE10 - To develop the ability to apply the principles of linguistics beyond the domain of theoretical linguistics, for example in subdisciplines such as pragmatics, discourse analysis, philosophy of language, gender studies, (literary and non-literary) stylistics, film language or language acquisition and language teaching.

| OBJECTIVES |
|Objetivos (expresados como resultados esperables de la enseñanza)|

- Students should achieve a general understanding of the study of the lexical component in natural languages.
- Students should become aware of the specificity of the lexical component, as opposed to other components of the language.
- Students should become aware of the centrality of the lexical component to linguistic analysis.
- Students should become familiar with different approaches to the study of the lexical component.
- Students should become aware of the need for a coherent, integrated approach to the lexical component.
- Students should become aware of the relationship between mind and language as illustrated by the mental lexicon.
- Students should understand the nature of the linguistic sign as an essentially complex but integrated entity.
- Students should become familiar with issues arising from the contrastive dimension of lexical analysis.
- Students should become familiar with lexical analysis methodologies and tools, and more specifically with Corpus Linguistics.
- Students should become aware of the relevance of lexical analysis for other language-related disciplines:
  - Lexicography
  - Terminology
  - Translation
  - Language learning
  - Literary analysis

| DETAILED DESCRIPTION OF THE CONTENTS |
|Temario detallado de la asignatura|

| 1. Disciplines that study meaning |
| 2. The nature of the lexical component |
| 3. The mental lexicon: the neurological and cognitive bases of lexical studies |
| 4. Basic and specialised Lexis: principles and methodology in terminology |
| 5. Theories of lexical meaning: |
  - Atomistic theories
  - Relational theories |
- Lexical field theory
- The cognitive component in lexical studies
  6. Methodology of lexical analysis
- Deductive and inductive perspectives
- Corpus linguistics: principles, methodology and limitations
- Applications of lexical studies to literary analysis
- The contrastive dimension in lexical analysis
  7. Unity and diversity in the linguistic sign: homonymy, polisemy and vagueness
  8. Implications for Language learning

**RECOMMENDED BIBLIOGRAPHY**

**Bibliografía:**


**RECOMMENDED LINKS**

**Enlaces recomendados**

- [https://lextutor.ca/conc.eng/](https://lextutor.ca/conc.eng/)
- [https://www.ugr.es/~oncoterm/](https://www.ugr.es/~oncoterm/)

**EDUCATIONAL METHODS**

**Metodología docente**

Seminars will include the presentation of new material on the part of the lecturer. This material will be added to
The material thus presented will be discussed with the students, adding different points of view and analysing it from a critical perspective.

Finally, students will be given a task that exemplifies the content previously presented and will allow them to deal with the real issues concerned and thus become aware of the possibilities and limitations. This task will be done in class under the supervision of the lecturer.

Additionally, students will be provided with a reading list of articles and other material directly related to the topics covered in the subject. Each student will select one of the works and present it to their peers in class. Students are required to approach their allotted work critically and pose questions that will create a debate.

Finally, students will be given a final assignment where they will be able to use the skills and knowledge acquired throughout the course.

**EVALUATION**

**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**

<table>
<thead>
<tr>
<th>Evaluation instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Final assignment</td>
</tr>
<tr>
<td>- Class presentation</td>
</tr>
<tr>
<td>- Class attendance and participation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students are expected to use independently the methods and tools for lexical analysis presented in class</td>
</tr>
<tr>
<td>- Students are expected to view lexical theories and methodological approaches critically ad to be able to recognise potential shortcomings and opportunities. An eclectic approach is encouraged</td>
</tr>
<tr>
<td>- Students are expected to present their findings fluently and articulately.</td>
</tr>
<tr>
<td>- Students are expected to attend the seminars and participate actively in the discussions, posing questions whenever there is something they do not agree with or comprehend entirely.</td>
</tr>
</tbody>
</table>

**Continuous Evaluation**

- Written assignment: 60%
- Class attendance and participation: 15%
- Presentation: 25%

**ADDITIONAL INFORMATION**

**Información adicional**
PROCEDURES AND METHODS FOR THE RESEARCH OF ENGLISH FROM A SOCIOLINGUISTIC AND HISTORICAL PERSPECTIVE

<table>
<thead>
<tr>
<th>MODULE/Módulo</th>
<th>SUBJECT/Materia</th>
<th>YEAR/ Curso</th>
<th>SEMESTER/ Semestre</th>
<th>ECTS</th>
<th>TYPE/Carácter</th>
</tr>
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<tbody>
<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Procedures and methods for the research of English from a sociolinguistic and historical perspective</td>
<td>2019-2020</td>
<td>1</td>
<td>5</td>
<td>Optional</td>
</tr>
</tbody>
</table>

**PROFESSOR/ Profesor(es)**

- José Luis Martínez-Dueñas Espejo

**CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)**

Departamento de Filologías Inglesa y Alemana
Facultad de Filosofía y Letras
Universidad de Granada
Campus de Cartuja
18071 , Granada, España

Prof. J.L. Martínez-Dueñas
Office 14
Telf.: +34.958.24.1000 ext. 20234
email: jlespejo@ugr.es

**OFFICE HOURS/ Horario de tutorías**

Monday/Wednesday: 10.00-13.00

**MASTER WHERE IT IS OFFERED/ Máster en el que se imparte**

Máster en Literatura y Lingüística Inglesas
Master in English Literature and Linguistics

**OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar**

**PREREQUISITES AND/OR RECOMMENDATIONS Prerrequisitos y/o recomendaciones (si procede)**

Knowledge of the English language (C1)
Knowledge of English linguistics
Familiarity with grammatical and rhetorical theories

**BRIEF DESCRIPTION OF COURSE CONTENTS Breve descripción de contenidos (según memoria de verificación del máster)**

**THEORETICAL**

Diachronic and synchronic descriptions of the English language
### Description of models of socio-linguistic analysis

**Analysis of the integrative application of sociolinguistics in historical linguistics**

**PRACTICAL**

- Study of research projects of historical socio-linguistics (U.K., U.S.A.)
- Study of linguistic atlases
- Study of partial data (maps, statistics, authorial opinions) as applied to varieties of English in several historical synchronies

### GENERAL AND SPECIFIC COMPETENCIES

**Competencias generales y específicas del módulo**

1. (CB7) Application of acquired knowledge in order to solve problems in new contexts
2. (CG3) Transforming new information into knowledge
3. (CG5) Understanding written discourses and development of reading abilities in English; critical evaluation of the contents, specially as to diachronic studies
4. (CE1) Inference and deduction of the meaning of texts in different varieties of English
5. (CE2) Posing, analysing and solving problems relevant to the subject matter of study as to be able to face intellectual challenges by answering on the grounds of personal knowledge and experience
6. (CE4) Expression of ideas both orally and in written form with a special development of argumentation as method of discourse explanation

### Procedures

- Learning and defining specific concepts in terms of socio-historical linguistics
- Development of argumentative capacities in historical socio-linguistics
- Acquisition of knowledge in historical socio-linguistics

### Attitudes

7. Interest in English historical socio-linguistics

### DETAILED DESCRIPTION OF THE CONTENTS

**Temario detallado de la asignatura**

1. Historical perspective of the sociolinguistic analysis
2. Synchrony and diachrony in sociolinguistic studies
3. From rural to urban dialectology in Great Britain
4. The study of British English varieties
5. Current trends in English historical sociolinguistics
**RECOMMENDED BIBLIOGRAPHY**

Bibliografía:


- Calvo, C. 1992, “Pronouns of address and social negotiation in *As You Like It*”, *Language and Literature* 1: 5-27


---

**RECOMMENDED LINKS**

Enlaces recomendados


- Diccionario inglés moderno-anglosajón-inglés moderno:

- Journal of Historical Sociolinguistics
- Historical Sociolinguistics Network

## Educational Methods
**Metodología docente**

- Seminars given by the professor in charge
- Presentations of the students; debates and expositions
- Specialized readings of primary and secondary sources
- Personal tutorials
- Documentary research
- Design and study of a research project as final exam

## Evaluation
**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**

<table>
<thead>
<tr>
<th>Evaluation instruments</th>
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</thead>
<tbody>
<tr>
<td>Attendance and participation in lectures and seminars</td>
<td>Writing essays on specialized readings</td>
</tr>
<tr>
<td>Original contribution of bibliographical items</td>
<td>Final exam: Specialized paper on a specific issue</td>
</tr>
</tbody>
</table>

**Evaluation Criteria**

- Attendance and participation
- Results of the papers handed in and expounded in public
- Final exam

**Continuous Evaluation**

- Attendance and participation 20%
- Papers 50%
- Final exam 30%

## Additional Information
**Información adicional**
# WORDS INTO FILM. THE PRACTICE OF ADAPTATION
De la palabra a la imagen. La práctica de la adaptación fílmica

<table>
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<tr>
<th>MODULE/MÓDULO</th>
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<td>Words into film. The practice of adaptation</td>
<td>2019/2020</td>
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<tr>
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<tbody>
<tr>
<td>• MIGUEL ÁNGEL MARTÍNEZ-CABEZA</td>
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<tr>
<td>• MARÍA ELENA RODRÍGUEZ MARTÍN</td>
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<tr>
<th>CONTACT/ DIRECCIÓN DE CONTACTO PARA TUTORÍAS</th>
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<tbody>
<tr>
<td>Dpto. FILOLOGÍAS INGLESA Y ALEMANA</td>
</tr>
<tr>
<td>Facultad de Filosofía y Letras</td>
</tr>
<tr>
<td>Campus de Cartuja s/n, 18071</td>
</tr>
<tr>
<td>Tlf: +34 958 241000 Ext. 20154</td>
</tr>
<tr>
<td>Fax: +34 958 243678</td>
</tr>
<tr>
<td>Prof. Miguel Ángel Martínez-Cabeza</td>
</tr>
<tr>
<td>Despacho/Office F9</td>
</tr>
<tr>
<td>Telf.: +34 958 241000 Ext. 20135</td>
</tr>
<tr>
<td>Email: <a href="mailto:mcabeza@ugr.es">mcabeza@ugr.es</a></td>
</tr>
<tr>
<td>Tutorías: <a href="http://www.diaugr.es">http://www.diaugr.es</a></td>
</tr>
<tr>
<td>Prof. María Elena Rodríguez Martín</td>
</tr>
<tr>
<td>Despacho/Office F4</td>
</tr>
<tr>
<td>Telf.: +34 958 241000 Ext. 20135</td>
</tr>
<tr>
<td>Email: <a href="mailto:merodrig@ugr.es">merodrig@ugr.es</a></td>
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<tr>
<td>OTHER MASTERS WHERE IT COULD BE OFFERED/ OTROS MÁSTERES A LOS QUE SE PODRÍA OFERTAR</td>
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</tbody>
</table>
### PREREQUISITES AND/OR RECOMMENDATIONS/ PRERREQUISITOS Y/O RECOMENDACIONES

Advanced level of English (C1 ENGLISH LEVEL)

### BRIEF DESCRIPTION OF COURSE CONTENTS/ BREVE DESCRIPCIÓN DE CONTENIDOS (SEGÚN MEMORIA DE VERIFICACIÓN DEL MÁSTER)

The course sessions deal with the problems posed by film adaptation and the solutions adopted by filmmakers focusing on:

(a) The concept of film adaptation: origins, types and theories.
(b) Narrative categories: narrator, point of view, space, time, narrative comprehension.
(c) The context of film adaptation: culture, the film industry, audiences, genres and entertainment.
(d) Problems and solutions.

### GENERAL AND SPECIFIC COMPETENCES/ COMPETENCIAS GENERALES Y ESPECÍFICAS DEL MÓDULO

#### Basic and general

To develop communicative interpersonal and interlinguistic mediation skills

To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.

To search for information (in any sort of format) and turn it into knowledge.

Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.

To understand long and complex texts of any sort (technical, narrative, or literary)

To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.

To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.

To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.

To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.

To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.

- To have the learning skills that allow students to keep studying in a way that will be largely autonomous

#### Transversal

Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.

#### Specific

- CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.
- CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.
CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.

CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.

CE6 – To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.

CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.

CE8. To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in areas of English linguistics such as lexicography, sociolinguistics and historical linguistics, among others.

CE9 – To know the principles of corpus linguistics and its different applications in various interdisciplinary fields.

CE10. To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual teaching.

OBJECTIVES/OBJETIVOS (EXPRESADOS COMO RESULTADOS ESPERABLES DE LA ENSEÑANZA)

- To acquire the necessary skills to develop a thorough comparative analysis between written and filmed texts within the framework of adaptation studies.

- To learn about the main theories and approaches to adaptation, and apply such knowledge critically to the analysis of specific texts.

- To examine critically a variety of adapted texts from classics to popular culture texts including novels, short stories, graphic novels and non fiction.

COURSE CONTENTS/ TEMARIO DETALLADO DE LA ASIGNATURA

COURSE DESCRIPTION
This course addresses the comparison between written and filmed narratives considering the convergences and divergences in the modes of storytelling. After establishing a framework for the study of literature and film, a survey will be made of the various approaches to the study of adaptation ranging from classics such as Bluestone (1956) and McFarlane (1996) to recent developments such as Stam (2000) and Hutcheon (2006). A wide range of source texts including literary and popular narratives, short stories, graphic novels and comics will provide the testing ground for theories and approaches with a focus on the problem-solving nature of film adaptation. The course sessions will cover: (a) The phenomenon of film adaptation: origins, types and theories; (b) Narrative categories: narrator, point of view, space and time, narrative comprehension; (c) Background: culture and film industry, audiences, genres and spectacles; (d) Problems and solutions: analysis of adaptations of classic novels, comics and graphic novels, short fiction, non-fiction, bestsellers, etc.

Sessions 1, 2, 3, 4, 5, 6 and 7 (Dr. María Elena Rodríguez Martín):
• NARRATIVE DISCOURSE: the universality of story-telling; the origins of film; literary and

- **FILM ADAPTATION**: origins and reasons for adaptations; theories of adaptation. Analysis of film scenes: *Atonement* (Dir. Joe Wright, 2007)
  - ANALYSING NARRATIVE DISCOURSE IN NOVEL AND FILM. Analysis of the film *The Hours* (Dir. Stephen Daldry, 2002)

**Sessions 8, 9, 10, 11, 12 and 13 (Dr. Miguel Ángel Martínez-Cabeza):**

- ADAPTING BESTSELLING FICTION. Films: *Inferno* (Dir. Ron Howard, 2016), *The Girl on the Train* (Dir. Tate Taylor, 2016)
- ADAPTING AS (DE)CONSTRUCTING. TV series: *Sleepy Hollow* (Season 1), *Sherlock* (The Abominable Bride, special 2016), *Once upon a Time* (Season 7)

It is recommended that students watch the films before the sessions since only selected clippings will be shown during the sessions.

**BIBLIOGRAPHY/BIBLIOGRAFÍA**

**SESSIONS DR. RODRIGUEZ MARTIN (SESSIONS 1-7):**

**NARRATIVE DISCOURSE (WRITTEN AND AUDIOVISUAL NARRATIVES):**
FILM ADAPTATION:
Rodríguez Martín, M.E. (2006). “Lecturas filmicas de las obras de Jane Austen”. In Carretero...
ANALYSING NARRATIVE DISCOURSE IN NOVEL AND FILM: ANALYSIS OF THE HOURS:


SESSIONS DR. MARTÍNEZ-CABEZA (SESSIONS 8-13):

ADAPTATION AND FILM GENRES:


ADAPTING COMICS:


ADAPTING SHORTER FICTION:


ADAPTING NON-FICTION NON-FICTION:


ADAPTING BESTSELLING FICTION BESTSELLERS:

ADAPTING AS (DE)CONSTRUCTING DECONSTRUCTING:

**USEFUL LINKS/ENLACES RECOMENDADOS**

- Journals:
  - *Literature Film Quarterly*:
    - Journal website: http://www.salisbury.edu/lfq/
  - *Adaptation: The Journal of Literature on Screen Studies*:
    - Journal website: http://adaptation.oxfordjournals.org/content/current
  - *Screen*:

- Centre for Adaptations (de Montford University Leicester):
  - http://www.dmu.ac.uk/research/humanities/adaptations/index.jsp
- Cinema, Culture and Society website:
  - http://ccs.filmculture.net/
- David Bordwell’s website on cinema:
  - http://www.davidbordwell.net/books/
- The Living Handbook of Narratology:
  - https://www.lhn.uni-hamburg.de/
- Internet Movie Database (IMDb):
  - http://www.imdb.com/
- Film Index International:
  - Available on the Library website, University of Granada:
    - http://biblioteca.ugr.es/
    - http://biblioteca.ugr.es/pages/biblioteca_electronica/bases_datos/filmindex
- Biblioteca Universidad de Granada:
  - http://biblioteca.ugr.es
- DIGIBUG: Repositorio Institucional de la Universidad de Granada:
  - http://digibug.ugr.es/

**EDUCATIONAL METHODS/METODOLOGÍA DOCENTE**

Introductory lectures
Presentations, discussions, debates
Autonomous work

**ASSESSMENT/ EVALUACIÓN (INSTRUMENTOS DE EVALUACIÓN, CRITERIOS DE EVALUACIÓN Y PORCENTAJE SOBRE LA CALIFICACIÓN FINAL, ETC.)**

**Tools**
1. Attendance and participation.
2. Individual essays.
3. Brief class presentation.
### Criteria
1. Knowledge of course contents.
2. Critical application of theories and approaches.
3. Capacity to draw up and develop a practical analysis.

### Porcentaje sobre la calificación final
1. Final essay: 60%
2. Brief oral presentation of a Project: 20%
3. Attendance and participation in course sessions: 20%

Both in the written and spoken activities, students are expected to show an advance level of English (C1). Failing to do so will be negatively assessed.

In cases where serious plagiarism is found, the matter will be dealt with under University Regulation [https://www.ugr.es/~plagio_hum/0501EUniversitarios.htm](https://www.ugr.es/~plagio_hum/0501EUniversitarios.htm)

### ADITIONAL INFORMATION/ INFORMACIÓN ADICIONAL
- All sessions and activities will be conducted in English.
- The course materials will be available in the learning platform SWAD (swad.ugr.es). This will be the preferred channel of communication between course participants and professors.
# A PRAGMATIC ACCOUNT ON METAPHOR: THEORY AND EMPIRICAL SUPPORT
Acercamiento pragmático a la metáfora: teoría y apoyo empírico

<table>
<thead>
<tr>
<th>MODULE/Módulo</th>
<th>SUBJECT/Materia</th>
<th>YEAR/Curso</th>
<th>SEMESTER/Semestre</th>
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<tbody>
<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>A pragmatic account on metaphor: theory and empirical support</td>
<td>2019-2020</td>
<td>1</td>
<td>5</td>
<td>Optional</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>PROFESSOR/Profesor(es)</th>
<th>CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)</th>
</tr>
</thead>
</table>
| • Belén Soria Clivillés  
• Charles Forceville | Dpto. FILOLOGÍAS INGLESA Y ALEMANA  
Facultad de Filosofía y Letras  
Campus de Cartuja s/n, 18071  
Despacho F15  
Tlf: + 34 958 241000 Ext. 20235  
Email: bsoria@ugr.es |

<table>
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<tr>
<th>OFFICE HOURS/ Horario de tutorías</th>
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</table>
| **First semester and non-teaching period in both semesters**  
Thursday 8:15-14:15 |
| **Second semester**  
Mon. & Wed. 10:30-13:30 (February and March)  
Mon. & Wed. 12:30-15:00 & L: 19:30-20:30 (April and May) |

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**PREREQUISITES AND/OR RECOMMENDATIONS**  
Prerrequisitos y/o recomendaciones (si procede)

**BRIEF DESCRIPTION OF COURSE CONTENTS**  
Breve descripción de contenidos (según memoria de verificación del máster)
THEORETICAL

The course focuses on the study of how novel metaphorical utterances are interpreted. In general, the interpretation of utterances requires inferential tasks in addition to those of decoding. Pragmatic aspects are needed to give an account of the derivation of speaker meaning. In the literature on pragmatics, a distinction is made between several types of pragmatic processes, which correspond to the different ways in which the meaning communicated by an expression may vary with respect to its encoded meaning. One of the great challenges for a theory of meaning is metaphorical interpretation. The course is an overview of the different types of pragmatic processes to obtain speaker meaning and more particularly, on how metaphorical meaning is derived. In addition, we will examine the experimental evidence available through the evaluation of the methodology and the validity of the arguments used in the different approaches. Next, we will study the characteristics of the interpretation of the metaphor in different types of discourse and especially in advertising. Finally, Professor Charles Forceville will explain and analyze examples of visual and multimodal metaphor.

PRACTICAL

Presentation of an assigned part about the compulsory readings with active participation in the debate. Analysis of the metaphorical use of language in texts belonging to different types of discourse highlighting the role of metaphor in each type. Presentation of their conclusions in class. Final clear, rigorous and well structured essay, with introduction, development of the analysis and final conclusions where the metaphorical identification and interpretation features are explained using concrete examples.

GENERAL AND SPECIFIC COMPETENCIES

Competencias generales y específicas del módulo

Basic and general
CG1. To develop communicative interpersonal skills
CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
CG3. To search for information (in any sort of format) and turn it into knowledge.
CG4. Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
CG5. To understand long and complex texts of any sort (technical, narrative, or literary)
CG6. To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
CB6. To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
CB7. To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
CB8. To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
CB10. To have the learning skills that allow students to keep studying in a way that will be largely autonomous.
### Specific

CE1. To know and critically evaluate current theories, methods and current results of research in the field of pragmatics.

CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of pragmatics.

CE3. To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.

CE4. To explain and defend clearly the objectives, methodology and results of a research work.

CE6. To develop interest and intellectual curiosity to analyse and understand texts, critical theories, and different epistemological approaches to specific case studies.

CE8. To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in pragmatics.

CE10. To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics, philosophy of language and discourse analysis.

### OBJECTIVES

**Objetivos (expresados como resultados esperables de la enseñanza)**

1) To know and assess current theories about metaphor and their relation to general theories of meaning and utterance interpretation.

2) To develop and defend arguments, as well as solve problems in relation to the subject: the peculiar characteristics of the identification and interpretation of metaphorical utterances in different types of discourse.

3) To present and discuss the contents and arguments of current metaphor theories.

4) To become familiar with empirical studies in relation to the interpretation of metaphorical utterances.

5) To develop capacity to evaluate critically the validity of such theories, and the results of their empirical application.

### DETAILED DESCRIPTION OF THE CONTENTS

**Temario detallado de la asignatura**

1. An introduction to pragmatics
   a. Some preliminary notions
   b. Linguistic meaning vs. speaker’s meaning

2. Underdetermination of linguistic meaning
   a. Pragmatic processes: saturation, unarticulated constituents, modulation.
   b. Challenges for theories of utterance interpretation: metaphor, metonymy, fiction.

3. Focusing on novel metaphor
   a. A brief introduction to theories of metaphor (discussion of different proposals)
   b. Novel metaphor interpretation
      i. Characteristics of novel metaphor (Romero and Soria)
      ii. Novel metaphor in different types of discourse and multimodality (Forceville)

### RECOMMENDED BIBLIOGRAPHY

**Bibliografía:**

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MA Programme in English Linguistics and Literature ● Student Guide ● 2019 – 2020
ON PRAGMATICS


ON METAPHOR


RECOMMENDED LINKS

http://www.semioticon.com/people/forceville.htm

EDUCATIONAL METHODS

The theoretical foundations on pragmatics and more specifically on metaphor are made accessible to the student through presentations by the teacher in the classroom and through documents prepared for that purpose and made available to the student through SWAD. An introduction to the obligatory readings is also made. There will be interactive sessions on the readings guided by the teacher. In addition, the invited professor presents his well-known model on multimodal metaphor and analyzes several examples.

Once the students are familiar with the theoretical foundations and have seen analysis of examples, they are in a position to prepare their final essay, of which they must present a summary in class. The ideas that may arise in the debate after their presentations can then be included in the final version of the essays.
## EVALUATION
Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>40%</td>
<td>Discussion of assigned readings, attendance and active participation in class.</td>
</tr>
<tr>
<td></td>
<td>1) Presentation of a critical report on a relevant article.</td>
</tr>
<tr>
<td></td>
<td>2) Analysis of the metaphorical use of language in texts belonging to different types of discourse highlighting the role of metaphor in each type. Presentation of their conclusions in class.</td>
</tr>
<tr>
<td></td>
<td>3) Attendance and participation in classes by Charles Forceville.</td>
</tr>
<tr>
<td></td>
<td>4) Oral presentation in class of a first version of the final essay.</td>
</tr>
<tr>
<td>60%</td>
<td>Final essay analyzing the metaphorical use of language in a text belonging to a type of discourse of their choice. It should be a clear, rigorous and well structured essay, with introduction, development of the analysis and final conclusions.</td>
</tr>
</tbody>
</table>

## ADDITIONAL INFORMATION
Información adicional
## BILINGUALISM: INVESTIGATING THE LANGUAGE OF BILINGUALS

### Module/Subject/Year/Semester/ECTS/Type

<table>
<thead>
<tr>
<th>Module/ Módulo</th>
<th>Subject/ Materia</th>
<th>Year/ Curso</th>
<th>Semester/ Semestre</th>
<th>ECTS</th>
<th>Type/Carácter</th>
</tr>
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<tbody>
<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Bilingualism: Investigating the language of bilinguals</td>
<td>1</td>
<td>5</td>
<td></td>
<td>Optional/Compulsory only for those taking the Practicum</td>
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</table>

### Professor/Profesor(es)

- Dr. Cristóbal Lozano (UGR)
- Dr. Raquel Fernández Fuertes (UVa)

### Contact/Comunicación

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### Office Hours/Horario de tutorías

Prof. Cristóbal Lozano
Tues/Thurs: 10:30-12:30, 16:30-17:30

### Master Where It Is Offered/Máster en el que se imparte

- Máster en Literatura y Lingüística Inglesas
- Master in English Literature and Linguistics

### Other Masters Where It Could Be Offered/Otros másteres a los que se podría ofertar

- Máster en Literatura y Lingüística Inglesas
- Master in English Literature and Linguistics
PREREQUISITES AND/OR RECOMMENDATIONS
Prerrequisitos y/o recomendaciones (si procede)

Prerequisites:
1. It is essential for students to have good knowledge of linguistics and the different linguistics levels (esp. morphology and syntax) since the focus of this course is linguistic and not pedagogic.
2. Good knowledge and use of the English language (C1 level or above).

Recommendation:
1. It is highly recommended for students to have knowledge of disciplines related to applied linguistics (second language acquisition; psycholinguistics; child language acquisition; etc).
2. Students are encouraged to take other Linguistics subjects/modules offered in our MA.

BRIEF DESCRIPTION OF COURSE CONTENTS
Breve descripción de contenidos (según memoria de verificación del máster)

This 5 ECTS course is about the language of bilingual speakers (both adults and children). We will focus on bilingual language acquisition from a linguistic perspective. We will address key questions like the following: What is bilingualism? How many types of bilinguals are there? What does the language of bilinguals look like in simultaneous bilingual children (2L1), in sequential bilingual children (L2 children) and in sequential bilingual adults (L2 adults)? How are 2L1 children different from or similar to L2 children? Does age play a role in bilingual language acquisition? Is quantity/quality of input relevant in the acquisition/learning of two languages? How do the languages of bilinguals interact? Which linguistic areas are most/least benefited from bilingual immersion programmes like CLIL? Which research methods/software can we use to investigate the language of bilinguals (e.g., corpora)? How can we use them to conduct a small-scale study on bilingual language acquisition?

THEORETICAL
- 1. Bilingualism: Introduction
- 2. Adult bilingual language acquisition
- 3. Child bilingual language acquisition

PRACTICAL
- 4. How to conduct research in bilingual language acquisition

GENERAL AND SPECIFIC COMPETENCIES
Competencias generales y específicas del módulo

BÁSICAS Y GENERALES
CG4 - Utilizar las nuevas tecnologías como herramienta de aprendizaje e investigación, así como medio de comunicación y difusión.
CG5 - Comprender textos largos y complejos de cualquier tipo, tanto técnico, como narrativo, o literario.
CG6 - Presentar, en diferentes formatos (escritos, orales, digitales) descripciones claras y detalladas de temas complejos, desarrollando ideas concretas y terminando con una conclusión apropiada.

CG1 - Desarrollar habilidades en las relaciones interpersonales y la mediación interlingüística.

CG2 - Adquirir las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

CG3 - Buscar información (oral, impresa, audiovisual, digital, multimedia) y transformarla en conocimiento.

CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.

CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.

CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.

CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.

CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

TRANSVERSALES

CT1 - La formación en el respeto a los derechos fundamentales y de igualdad entre hombres y mujeres, de los Derechos Humanos y los principios de accesibilidad universal, y los valores propios de una cultura de paz y de valores democráticos, según lo establecido por el Real Decreto 1393/2007, de 29 de octubre, Artº 3.5.

ESPECÍFICAS

CE1 - Conocer y valorar de forma crítica las teorías, los métodos y los resultados actuales más extendidos de la investigación en el campo de las literaturas en lengua inglesa y de la lingüística inglesa.

CE2 - Identificar casos de estudio y los diferentes acercamientos epistemológicos disponibles para elaborar y defender argumentos, así como resolver problemas dentro del área de estudio de las literaturas en lengua inglesa y la lingüística inglesa.

CE3 - Diseñar y llevar a cabo proyectos de investigación, y plasmar sus resultados en ensayos críticos siguiendo las convenciones formales del sistema MLA, con un marco epistemológico claro, riguroso y bien estructurado, con una introducción, desarrollo del análisis y conclusiones finales.

CE4 - Exponer y defender con claridad los objetivos, metodología y resultados de un trabajo de investigación en el ámbito de las literaturas y la lingüística en inglés.

CE8 - Conocer las diferentes aproximaciones teóricas así como los principios de la investigación (planificación, muestreo, recogida, procesamiento y análisis de datos) en ámbitos de la lingüística en inglés como son la lexicografía, la sociolingüística y la lingüística histórica, entre otros.

CE9 - Conocer los principios de la lingüística de corpus y sus diferentes aplicaciones en diversos ámbitos interdisciplinares.
## OBJECTIVES

**Objetivos (expresados como resultados esperables de la enseñanza)**

By the end of the course students are expected:

- to understand the key (psycho)linguistic factors in bilingual language acquisition and development (in instructed as well as in naturalistic settings, both in children and adults).
- to explore (via hands-on research activities) the language of such bilinguals, with a special focus on the analysis of linguistic data (corpus-based methodologies mainly).
- to be acquainted with the rationale and methodology of empirical studies on bilingualism.
- to be in a position to conduct basic research on the language of bilinguals through the analysis of linguistic data.
- to point the main properties that characterize the interaction between two languages.
- to understand the benefits (or lack thereof) of instructed bilingualism on the linguistic competence of the bilingual.

## DETAILED DESCRIPTION OF THE CONTENTS

**Temario detallado de la asignatura**

<table>
<thead>
<tr>
<th>- Bilingualism: Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Types and definitions of bilingualism and bilinguals</td>
</tr>
<tr>
<td>o Approaches to the study of bilingualism</td>
</tr>
<tr>
<td>o Benefits of bilingualism on cognitive development</td>
</tr>
<tr>
<td>- Adult bilingual language acquisition</td>
</tr>
<tr>
<td>o Key factors in adult bilingual second language acquisition</td>
</tr>
<tr>
<td>o The language of adult bilinguals: bilingualism and SLA</td>
</tr>
<tr>
<td>o Exploring the grammar of bilinguals</td>
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<tr>
<td></td>
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<tr>
<td>- Child bilingual language acquisition</td>
</tr>
<tr>
<td>o Key factors in child bilingual language acquisition (2L1 and L2)</td>
</tr>
<tr>
<td>o The language of child bilinguals: language development</td>
</tr>
<tr>
<td>o Effects of the interaction between two languages:</td>
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<tr>
<td></td>
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<tr>
<td>- How to conduct research in bilingual language acquisition</td>
</tr>
<tr>
<td>o Introduction to research methods in bilingualism</td>
</tr>
<tr>
<td>o Corpus-based methods</td>
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## RECOMMENDED BIBLIOGRAPHY
<table>
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<tr>
<th>Bibliografía:</th>
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<tr>
<td><strong>General reference books</strong> (books in bold are highly recommended)</td>
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<table>
<thead>
<tr>
<th>Specific chapters/papers</th>
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</table>


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**Research methods in bilingualism/language acquisition**


Major journals:
- Applied Linguistics (Oxford University Press):
  http://applij.oxfordjournals.org/
  http://journals.cambridge.org/action/displayJournal?jid=BIL
- ICRJ: International CLIL Research Journal
  http://www.icrj.eu/
- IJB: International Journal of Bilingualism (Sage):
  http://ijb.sagepub.com/
- IJBEF: International Journal of Bilingual Education and Bilingualism (Routledge):
  http://www.informaworld.com/smpp/title-content=t794297780
- JICB: Journal of Immersion and Content-Based Language Education (John Benjamins)
  http://benjamins.com/#catalog/journals/jicb
- LAB: Linguistic Approaches to Bilingualism (John Benjamins):
  http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LAB

RECOMMENDED LINKS
Enlaces recomendados

1. Teaching platform (SWAD): https://swad.ugr.es (all course contents, notifications and relevant info will be uploaded here).
2. Corpora to be used in the course:
   a. Child bilingual corpora: the CHILDES project: https://childes.talkbank.org
      i. MacWhinney, B. (coord.) CHILDES (Child Language Data Exchange System).
   b. Adult L2 corpora: http://learnercorpora.com
      ii. CEDEL2 corpus:
Understanding Language and Mind/La Lingüística Aplicada actual: Comprendiendo el Lenguaje y la Mente (pp. 197–212). Almería: Universidad de Almería.


EDUCATIONAL METHODS
Metodología docente

- Lectures (theory) and seminars (analysis/discussion of key studies)
- Seminars given by visiting professors
- Design and implementation of a research study
- Readings and in-class presentations

<table>
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<th>Contact (20%)</th>
<th>Non-contact (80%)</th>
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<tr>
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<td>59</td>
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<td>(analysis/discussion of key studies)</td>
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<tr>
<td>Readings</td>
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<tr>
<td>Seminars (visiting professors)</td>
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</table>

EVALUATION
Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments/procedure

- Attendance
  - Score based on: number of classes attended out of the total classes
- Active in-class participation
  - Score based on: categories (does not participate / one-off or sporadic participation / some participation / regular active participation)
- Take-home task on the analysis of child bilingual language acquisition (further details to be provided in class)
  - Score based on:
    - the use of English
    - the analysis of child data provided
- In-class oral presentations on adult bilingual language acquisition (further details to
be provided in class).
  o Score based on:
    ▪ USE OF ENGLISH (pronunciation, grammar, technical vocabulary)
    ▪ KNOWLEDGE OF TOPIC/ EXEMPLIFICATION
    ▪ CRITICAL FLAIR/ORIGINALITY
- **Assignment (paper)** where the student will apply those skills learnt during the course to a study on adult bilingual language acquisition (further details to be provided in class).
  o Score based on:
    ▪ STRUCTURE, REFERENCING, BIBLIO, APPENDICES
    ▪ LIT REVIEW (DEPTH, CRITICAL FLAIR)
    ▪ RQs, HYPOTHESES, lvs, DVs
    ▪ METHOD, SAMPLE, TAGSET
    ▪ DICUSSION, CONCLUSION, IMPLICATIONS
    ▪ RESULTS & STATISTICAL ANALYSIS
    ▪ OVERALL LINGUISTIC ANALYSIS & ILLUSTRATION
    ▪ ARGUMENTATION, NOVELTY

**Evaluation Criteria**
- Demonstration of an understanding of
  o the key factors and topics in bilingual language acquisition and their effects on the linguistic competence of both child and adult bilinguals
  o the essential topics in bilingual education
- Development of skills for critically reading and presenting literature and studies on bilingual acquisition
- Ability to construct and sustain a reasoned argument
- Ability to analyse and critically understand bilingual data
- Ability to write a coherent and well-argued paper on bilingualism

**Continuous Evaluation**
- **Attendance** and active in-class participation: 5%
- **Take-home task** on the analysis of child bilingual language acquisition (further details to be provided in class): 20%
- In-class **oral presentations** on adult bilingual language acquisition (further details to be provided in class): 15%
- **Assignment (paper)** where the student will apply those skills learnt during the course to a study on adult bilingual language acquisition (further details to be provided in class): 60%

**ADDITIONAL INFORMATION**
Información adicional

This course will be taught and assessed in English.
# PRACTICUM IN BILINGUAL EDUCATION
Prácticas en Bilingüismo

<table>
<thead>
<tr>
<th>MODULE/ Módulo</th>
<th>SUBJECT/ Materia</th>
<th>YEAR / Curso</th>
<th>SEMESTER/ Semestre</th>
<th>ECTS</th>
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<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Practicum in bilingual education / Prácticas en bilingüismo</td>
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</tbody>
</table>

## PROFESSOR/ Profesor(es)

- JOSE L. ARCO TIRADO
- RUBEN CHACON BELTRAN
- STEPHEN P. HUGHES

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Facultad de Ciencias de la Educación
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Universidad de Granada
18071, Granada, España

## OFFICE HOURS/ Horario de tutorías

- Prof. Arco Tirado: Wednesday / Miércoles 9-13 h.
- Prof. Chacón Beltrán: Wednesday/Miércoles 9-13 h.
- Prof. Hughes: Tuesday / Martes 08:30-14:30 h.
This 10 ECTS* course intends to deliver students those contents and learning experiences that will strengthen their competencies as future professionals of bilingual education. In that process, students will be guided and monitored by the professors of the course in collaboration with the teachers from the bilingual schools in which the practices (in-service training) will take place.

The seminar ‘Prácticas’ (in-service learning) (2 ECTS) is aimed at increasing student’s cognitive and metacognitive knowledge on competencies-based learning and bilingual education, in order to master the design, implementation and evaluation of effective CLIL bilingual lessons in formal educational settings.

The seminar Bilingual Education (2 ECTS) will examine current mainstream educational practices of teaching non-linguistic subjects through L2 in wider international contexts and in the specific context of Spain. This seminar is divided into two major blocks: a) Types of bilingual education and b) Introduction to CLIL programmes. The first block will involve discussions on evidence for the potential benefits and limitations and aims to provide insights into different modalities of bilingual practices. The second component will provide a more detailed examination of national and regional practices, guidelines and legislation. Additionally, a series of methodological principles will be discussed along with contextualised examples with a view to facilitating the selection and/or creation of appropriate materials and activities for the bilingual class.

The seminar Bilingual Education Practice: CLIL in practice (1 ECTS) follows the seminar Bilingual Education Theory (2 ECTS) and focuses on some specific aspects of how to teach content subjects in English following CLIL methodology. The seminar is divided into three parts, which coincide with three key factors in the CLIL classroom: the syllabus, classroom management and the role of the teacher.

Students registering on this course should have at least a C1 English level according to the Common European Framework of Reference (CEFR).

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**THEORETICAL**

- Role of “practices” (in-service training) on competencies-based learning (Seminar A) / El papel de las prácticas en el aprendizaje por competencias
- Plurilingual Education (Seminar B): La educación plurilingüe
- CLIL in practice (Seminar C) / CLIL en la práctica

**PRACTICAL**

In-service training. Practical sessions attending the School assigned across the 6 weeks period pre-established / Practicum. Sesiones prácticas en las escuelas asignadas durante el periodo de 6 semanas preestablecido.

**GENERAL AND SPECIFIC COMPETENCIES**
Competencias generales y específicas del módulo

- CB6. To demonstrate knowledge and meta-knowledge in relation to effective and evidence-based practice.
- CB7. To apply those key teaching methodologies to the process of designing, delivering and evaluating the impact of those practices on linguistics and other disciplines of the curriculum.
- CG1. To identify strengths and weakness in a bilingual education context.
- CG3. To select appropriate teaching/learning materials for their students according to their needs.
- CE2. To be prepared to help students develop skills to enhance autonomous learning in and outside the classroom.
- CE1. To develop skills to explore the online resources available for teachers.
- CE10. To plan the participation of language assistants.

OBJECTIVES
Objetivos (expresados como resultados esperables de la enseñanza)

- To know linguistic policies, plans and programs, both national and international more recognised on bilingual/plurilingual education.
- To know key teaching methodologies like Content and Language Integrated Learning (CLIL) (AICLE by its name in Spanish)
- To get familiarised with different students’ online resources for the practice of CLIL.
- To be acquainted with some techniques to manage content and language in the classroom.
- To understand the benefits of managing classroom time adequately.

DETAILED DESCRIPTION OF THE CONTENTS
Temario detallado de la asignatura

1) Role of “practices” (in-service training) on competencies-based learning (Seminar A):
   - Learning taxonomies evolution
   - Your skills to deliver effective CLIL lessons
   - Your skills to evaluate learning impact on students and the School

2) Plurilingual Education (Seminar B):
   1. Plurilingual Education Policies as a Global Interest
      a. Plurilingual Education in Europe
      b. Plurilingual Education in Spain
   2. Key Methodological Issues on CLIL
      o Planning of CLIL
      o Selection and development of CLIL materials
      o Measurement and Evaluation of CLIL

3) CLIL in practice (Seminar C):
   - The Syllabus
     o Teaching/learning materials and resources.
     o The role of the Internet as a teaching/learning resource.
   - Classroom management
     o Identifying student’s needs.
     o Classroom language in CLIL.
     o Interaction and motivation.
     o CLIL beyond the classroom.
   - The role of the teacher
     o Resources for teachers and teacher needs.
- Teaching strategies.
- The role of the language assistant.

**RECOMMENDED BIBLIOGRAPHY**

**Bibliografía:**

**Books / Libros**

**Main journals / Revistas principales**
- JICB: Journal of Immersion and Content-Based Language Education (John Benjamins) http://benjamins.com/#catalog/journals/jicb
- LAB: Linguistic Approaches to Bilingualism (John Benjamins): http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LAB

**RECOMMENDED LINKS**

**Enlaces recomendados**

**Online resources / Recursos online**
- ECML (n.d.). ECML: Plurilingual and Intercultural Education.
EDUCATIONAL METHODS
Metodología docente

1) Lectures (theory) and seminars (analysis/discussion of key studies) / Clases magistrales y seminarios
2) Readings and in-class presentations / Lecturas y presentaciones en clase
3) In-service training / Practicum
4) Seminar (analysis/discussion of readings) / Seminarios (análisis/discusión de lecturas)
5) Online discussion with other students and teacher / Discusiones por Internet con otros estudiantes y profesores)
6) Mini-research project conducted by students / Proyectos de investigación realizados por los estudiantes
7) WWW searches and analysis of available information / Búsquedas y análisis de información disponible en Internet.

EVALUATION
Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments / Instrumentos de Evaluación

1. Online form in which Tutors score students performance across several domains / Cuestionarios de evaluación de tutores en diferentes dominios
2. Student’s Self-Assessment / Cuestionarios de auto-evaluación de los estudiantes.
3. Portfolio of theoretical and practical activities / Portfolio de actividades teórico-prácticos
4. Oral presentations / Presentaciones orales
5. Supervisors observation instruments in the Schools / Instrumentos de observación de supervisores de prácticas en centros bilingües
6. Theoretical-practical exams / Exámenes teórico-prácticos

Evaluation Criteria / Criterios de evaluación

1. Domain of the theoretical and practical contents set for the course including a critical analysis.
2. Implication level, attitude and participation in lectures, seminars, and ‘prácticas’ (in-service) in the school
3. Evaluation from the school staff.

Continuous Evaluation / Evaluación continua

1) Tutor’s score (School’s staff): 50 %
2) Supervisors (Master): 50 % (In-class exercises, reports, projects 30 %; Oral presentations 20 %, Final essay 30 %; Participation in-class, Attitude and involvement in this course 20 %)

ADDITIONAL INFORMATION
Información adicional
# Master's Thesis

<table>
<thead>
<tr>
<th>Module/Módulo</th>
<th>Subject/Materia</th>
<th>Year/Curso</th>
<th>Semester/Semestre</th>
<th>ECTS</th>
<th>Type/Carácter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>Master’s Thesis</td>
<td>2</td>
<td>20</td>
<td>Compulsory</td>
<td></td>
</tr>
</tbody>
</table>

### Professor/Profesor(es)

- Dr. To be Assigned by the Academic Commission

### Contact/Contacto completo de contacto para tutorías

- Departamento de Filologías Inglesa y Alemana
- Campus Universitario de Cartuja s/n
- 18071, Granada – España
- Prof. To be Assigned by the Academic Commission
- Office: Null
- Telf.: Null
- Email: carreter@ugr.es

### Office Hours/Horario de tutorías

- Prof. To Be Assigned by the Academic Commission

### Master Where It Is Offered/Máster en el que se imparte

- Máster en Literatura y Lingüística Inglesas
- Master in English Literature and Linguistics

### Other Masters Where It Could Be Offered/Otros másteres a los que se podría ofertar

### Prerequisites and/or Recommendations/Prerrequisitos y/o recomendaciones (si procede)

- Defending the Master's Thesis requires having previously completed all subjects.

### Brief Description of Course Contents/Breve descripción de contenidos (según memoria de verificación del máster)

- The Master’s Thesis allows students to activate the knowledge and skills acquired during the teaching
period of the Master through academic research for their future incorporation to doctoral programs, where research autonomy and independence are crucial. The elaboration of the Master's Thesis requires the autonomous work of the student, who will have the guidance, supervision and help of a professor expert in each specific research line. The students' research work will be based on the search, reading, consideration, study and analysis of both primary and secondary sources; the organization of the selected material; the writing of the work with clarity and correction; and the consultation of possible doubts with their supervisors. The completion of the master's thesis presupposes that the student has the critical maturity and sufficient work autonomy to successfully complete a research project that requires proper planning and use of time, as well as the proper use of analytical tools.

PRACTICAL
Regardless of the chosen topic, the thesis should adjust its contents to the following structure:
- Abstract
- Definition, justification and relevance of the topic within English Studies.
- Brief description of previous studies in this field.
- Hypotheses and work objectives.
- Methodology used to address the object of study.
- Description of the corpus used (if applicable).
- Conclusions
- List of works cited

GENERAL AND SPECIFIC COMPETENCIES
Competencias generales y específicas del módulo

Basic and general
CG1. To develop communicative interpersonal and interlinguistic mediation skills
CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
CG3. To search for information (in any sort of format) and turn it into knowledge.
CG4: Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.
CG5. To understand long and complex texts of any sort (technical, narrative, or literary)
CG6. To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.
CB6. To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.
CB7. To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.
CB8. To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
CB10 - To have the learning skills that allow students to keep studying in a way that will be largely autonomous

Transversal
CT1 - Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.
**Specific**

CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.

CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.

CE3. To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.

CE4. To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.

CE5. To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.

CE6. To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.

CE7. To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.

CE8. To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in areas of English linguistics such as lexicography, sociolinguistics and historical linguistics, among others.

CE9. To know the principles of corpus linguistics and its different applications in various interdisciplinary fields.

CE10. To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual teaching.

**OBJECTIVES**

**Objetivos (expresados como resultados esperables de la enseñanza)**

- To apply the competences and knowledge acquired during the master's teaching period, as well as those acquired along the research process supervised by a professor.

- To demonstrate the ability to design, plan and execute a research project within the chosen research line.

- To assess the most relevant critical perspectives of previous investigations in that area in a concise and clear manner.

- To discern and choose a methodology appropriate and consistent with the topic to be investigated, and its rigorous application in the master’s thesis.

- To show clarity, and correctness in English.

**DETAILED DESCRIPTION OF THE CONTENTS**

**Temario detallado de la asignatura**

To be determined by the tutor in each case

**RECOMMENDED BIBLIOGRAPHY**

**Bibliografía:**

| MA Programme in English Linguistics and Literature | Student Guide | 2019 – 2020 |
To be determined by the tutor in each case

RECOMMENDED LINKS
Enlaces recomendados

To be determined by the tutor in each case

EDUCATIONAL METHODS
Metodología docente

Autonomous work.
Individual work
Follow-up of the Master Thesis

EVALUATION
Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments
- Tasks, exercises and problems.
- Reports
- Public defense of the Master Thesis

Evaluation Criteria:

1. Purpose, planning and problems of the thesis: 10% (Choice, specification of topic. Presentation of problems and hypothesis. Scientific significance and contribution of the thesis)
2. Familiarization with literature (primary and secondary sources): 20% (Knowledge of the subject area and critical use of sources. Definition and use of concepts)
3. Choice of research approach, methods and research frame: 10% (Suitability and use of methods)
4. Analysis: 30% (Argumentative depth. Adequate use of evidence/citation)
5. Discussion and conclusions: 15% (Evaluation of the strengths and weaknesses of the research. Oral presentation)
6. Structure and coherence: 15%

Linguistics:
- Formal Aspects 10% (Adecuación al formato, extensión, número de referencias bibliográficas, convenciones/formato de citas y de estilo)
- Written expression 15% (Claridad, calidad, y corrección en la expresión en lengua inglesa de los contenidos del TFM. Dominio de la terminología técnica, de las destrezas expositivas y argumentativas)
- Oral presentation 15% (Capacidad para transmitir ideas, problemas y soluciones en la investigación lingüística a un público especializado de forma articulada y coherente)
- Thesis and literature review 15% (Adecuación del marco teórico. Capacidad de valorar críticamente las investigaciones anteriores. Planteamiento de preguntas de investigación/hipótesis)
- Design and Methodology 15% (Capacidad para diseñar un proyecto de TFM empírico en lingüística. Capacidad para elegir y aplicar una metodología de trabajo adecuada y acorde con el tema a investigar)
- Analysis, results and conclusions 15% (Análisis de datos (cuantitativos o cualitativos o ambos), discusión crítica de los resultados y conclusiones)
- Contribution 15% (Aportación del TFM al ámbito de la lingüística. Interés/originalidad del
<table>
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<th>TFM)</th>
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**ADDITIONAL INFORMATION**
Información adicional
RESEARCH PROFILES

The following information will help you choose a supervisor for your MA thesis.
Dr. MAURICIO D. AGUILERA LINDE

Profesor Titular de Universidad
Sexenios CNEAI: 3

Research
Minority/Diaspora studies
Memory Studies/Autobiographies
US drama and short fiction
Anglo-Indian Literature

RECENT AND / OR RELEVANT PUBLICATIONS


OTHER

He has edited a volume of Selected Stories by celebrated Oriya poet, playwright, fiction writer JP Das (Har-Anand: New Delhi, 2012), and two anthologies of the short fiction of Gopinath Mohanty (Dark Loneliness, and Ubiquitous Ants and Voracious Goats), both of them

His current research interests are centered upon diaspora and memory, more specifically the immigration stories of the 1930s and 1940s, and the disjunctions of memory frames (“unhomely moments” and clashes between the pedagogical and the performative) in transnational literature. I also supervise postcolonial literature (more specifically Anglo-Indian literature) and/or diasporic writers’ autobiographies and fiction.

MA theses under my supervision over the last years (some examples).

2014:

McCarthy Newball. “All the Pretty Horses: A Western Narrative of the Reversed American Dream.” (Sobresaliente 9).
Vereliz Santana: “Rewriting the American Dream: Migration, Memory and Double Narrativity in Junot Díaz’s “Negocios” And “Invierno”” (Notable 7).

2015:

- Jorge Jiménez Rodríguez: ‘Remembering the War in J. D. Salinger’s “For Esmé – with Love and Squalor”’ (Mat. Honor).

2016:

Jairo Adrián Hernández: “Changing Places: A Journey from the Cold West to the Tropical East through Khushwant Singh’s Short Fiction” (Notable 8)

2018:

1. José Llarena Rodríguez: "Beware the Hostile Fag’: Reading Mart Crowley’s The Boys in the Band as a Challenge to Hegemonic Masculinity”. (Mat. Honor).

PhD theses supervised

1. The other Tennessee Williams: A postmodern study of identity and abjection in his short fiction. Laura Torres Zúñiga
Sobresaliente Cum Laude

Cruz María López Bonilla
Sobresaliente Cum Laude

Dr. JOSÉ L. ARCO-TIRADO

Profesor Titular de Universidad

Sexenios CNEAI: 2

Research:

- Bilingual Education Effectiveness in the Educational System: Design, Implementation and Evaluation (e.g., Primary, Secondary, and Tertiary)
- English as a Medium of Instruction in Higher Education.
- Evidence-based practices and programs in Bilingual, Plurilingual and Multilingual Education (e.g., counterfactual impact evaluations, systematic reviews, narrative reviews, meta-analysis)

RECENT AND / OR RELEVANT PUBLICATIONS


Dr. MARGARITA CARRETERO GONZÁLEZ

Profesora Titular de Universidad

Sexenios CNEAI: 3

Research

Ecocriticism: Interdisciplinary study of literature, culture, and nature.
Ecofeminism
Literary explorations of philosophical posthumanism

RECENT AND / OR RELEVANT PUBLICATIONS


“The Posthuman that could have been: Mary Shelley’s Creature”. *Relations: Beyond Anthropocentrism* 4.1 (2016): 53-64.


OTHER

More detailed information about my teaching and research experience can be found at http://sites.google.com/site/margaritacarreterogonzalez/. In connection with the research line above mentioned, I would like to highlight the following merits:

Vice-President of the European Association for the Study of Literature, Culture, and Environment.
Fellow of the Oxford Centre for Animal Ethics
Scholar of the Animals & Society Institute
Consultant Editor of the Journal of Animal Ethics
Advisory Board Member of the journal Ecozon@
Member of the Environmental Humanities International Research Group.
Member of GIECO (Grupo de Investigación en Ecocritica).
Member of the European Association for the Study of Literature, Culture and the Environment.
Researcher in the I+D+i Research Project: Humanidades ambientales. Estrategias para le empatía ecológica y la transición hacia sociedades sostenibles (Relatos para el cambio).
Advisory Board Member of the European Association for the Study of Literature, Culture and the Environment (2008-2012).
Managing co-editor of EASLCE’s journal Ecozon@: European Journal of Literature, Culture and Environment. (2010-2014)
Member of the organising committee of the 3rd International Conference of the European Association for the Study of Literature, Culture and the Environment. Alcalá de Henares, 16th-19th October, 2008.
Member of the scientific committee of the 5th International Conference of the European Association for the Study of Literature, Culture and the Environment. La Laguna (Tenerife), 27th-30th June, 2012.
Director of the course Greening the classroom: Literature and the Environment. Centro de Formación Continua de la Universidad de Granada, 7th-3rd March 2002.
Supervisor of the following Ph.Ds.

*Orphans in Society: A Comparative Study of Gender Differences in Selected Works of Children’s Literature (1876-1911)*, by Taymaa Kheir Bek. 30th October 2017


*La rebelión nace en el bosque: una lectura ecoscrita de la narrativa de Alan Sillitoe*, by Rafael Ruiz Pleguezuelos. 28th January 2011.

Supervisor of the following TITs / TFMs:


2019. “A Critical Ecofeminist Analysis of Male and Female Interactions with Other-than-Human Nature as Seen in Two Characters of Margaret Atwood’s *The Edible Woman*”, by Belén Molero Aguilera.


2016. “‘The Land is One’: An Analysis of the Anthropocentric and Biocentric Worldviews in George R.R. Martin’s *A Song of Ice and Fire*”, by Katsiaryna Nahornava.


2014. “A Link between Worlds: Tolkien’s concepts of Primary and Secondary Worlds in Ernes Cline’s *Ready Player One*”, by Miguel Rodríguez Rodriguez.


2012. “From the hearth to the TV Screen: The many faces of Snow White’s wicked stepmother”, by María Zaira Pérez Ruiz.


2005. “Una visión ecocritica de *The Loneliness of the Long-Distance Runner*”, by Rafael Ruiz Pleguezuelos.


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Dr. MARÍA JOSÉ DE LA TORRE MORENO

Profesora Titular de Universidad

Research:

Women’s studies – Great Britain – to 1500 – Literature and Society
Contemporary fiction – Great Britain – Criticism and Interpretation

RECENT AND / OR RELEVANT PUBLICATIONS


- “El valor político de la función de la reina Wealthewo como peacemaker: poder ritual, logocentrismo y diplomacia” en M. Carretero *et al.*, *...*


**OTHER**

Research stays:
- Cambridge University,
- University of California (Berkeley),
- University of Birmingham,
- Université Paris XIII.

Supervision of PhD dissertation *Virginia Woolf and Her World: Unmasking the Presence of Carnival in the Novels of Virginia Woolf*, submitted by Isabel Andrés Cuevas. European Doctorate. Grade awarded: SOBRESALIENTE CUM LAUDE.

Advisory Board Member of *Odisea, Journal of English Studies*.

Researcher in European Project “Transnational Women’s Literature”, funded by CEU (Central European University, Budapest), Swarthmore College (Pennsylvania, EEUU), and “Marie Curie Program”.

Co-supervisor of ESR (Joint PhD Supervision with Bologna University) in “Project GRACE, Horizon 2010 (Marie Curie Program)”.

2011-2016: Supervision of several MA Dissertations on Anglo-Saxon poetry and women; on women’s power and guilt in medieval Arthurian poems, and on Early Modern women poets. Grades awarded ranging 8-9,5 (out of 10).
Dr. MERCEDES DÍAZ DUEÑAS

Profesora Contratada Doctora

Sexenios CNEAI: 1

Research

- Contemporary Canadian Fiction
- Communitarian Theory
- Comparative Literature
- Discourse Analysis

RECENT AND / OR RELEVANT PUBLICATIONS


Díaz Dueñas, Mercedes. “Representations of war in Canadian fiction (by Atwood, Michaels, Ondaatje and Urquhart)” in Torres Zuñiga, Laura & Isabel María Andrés...


Díaz Dueñas, Mercedes. “Understanding the Secrets in Alice Munro’s “Corrie” through Speech, Writing and Thought Presentation Analysis”, in Soria Crivillés, Belén & Miguel Ángel Martínez-Cabeza Lombardo (eds.) 2019.

OTHER


Dr. ANA DÍAZ NEGRILLO

Profesora Titular de Universidad

Sexenios CNEAI: 1

Research:

- English morphosyntax
- Learner corpus-based SLA
RECENT AND / OR RELEVANT PUBLICATIONS

Lozano, Cristóbal, & Ana Díaz-Negrillo (forthcoming). Using learner corpus methods in L2 acquisition research: the morpheme order studies revisited with Interlanguage Annotation. RESLA.


OTHER:

Participation in the following research projects:

R+D Project with reference HUM2007-60107FILO
R+D Project with reference P07HUM-03028
R+D Project with reference P07HUM-3041
R+D Project with reference FF12012-3075
R+D Project with reference FF12016-75106

Research stays:

2005 (3 months) Lancaster University (UK)
2009 (3 months) University of Tübingen (Germany)
2013 (6 months) University of Edinburgh (UK).

Reviewing work:

Journals: Word Structure, International Journal of Learner Corpus research, Folia Linguistica, CALICO.


Conferences: Societas Linguistica Europaea, International Conference of Learner Corpus Research.
Supervised dissertations:
16 MA Dissertations
1 PhD Dissertation (jointly with Dr. Cristóbal Lozano).

Dr. ÁNGEL FELICES LAGO
Catedrático de Universidad
Sexenios CNEAI: 4

Research:

Terminology and Knowledge Engineering

In the last decades, both terminology and terminography have been enriched by collaboration with knowledge engineering. If terminological research has been crucial to the understanding of the processes involved in the production and standardisation of specialised lexica, knowledge engineering has been particularly useful for the design and creation of machine-readable models for formalising world knowledge and emulating human reasoning. This line of research concentrates on the role of terminological work in the construction of domain-specific ontologies and the representation of specialist knowledge.

Applied Linguistics to Professional and Specific Discourses

This line of research offers a multi-perspective approach to the study of professional, domain-specific discourses. While it mainly draws on the tenets of genre theory and discourse semantics, it also nurtures from the theoretical and empirical foundations of applied linguistics, cognitive linguistics, corpus linguistics and ontological engineering.

RECENT AND / OR RELEVANT PUBLICATIONS


OTHER:

1) Leading researcher in the R+D Project entitled: Creation of a terminological subontology in a multilingual context (English, Italian, Spanish) on criminal law: international cooperation against terrorism and organized crime based on FunGram Knowledge Base. (FFI2010-15983) Financing Institution: Spanish Ministry of Science and Innovation, 2011-2013. Number of researchers: 12. Participating institutions: Universidad de Granada (Coordinator); Universidad Politécnica de Valencia; Universidad Católica de San Antonio (Murcia); Universidad de Almería; Universidad de Córdoba; Universidad Alfonso X El Sabio (Madrid); C.U. Villanueva (Madrid), Università degli Studi di Bergamo, Università degli Studi di Trieste (Italia).

Universidad Politécnica de Valencia, Universidad de la Laguna, Universidad Autónoma de Madrid, Universidad de La Rioja, Henrich Heine University, Düsseldorf.

3) Member of scientific / editorial board or reviewer of Journals such as Ibérica, Onomázein, Annual Review of Cognitive Linguistics, Mediterranean Studies, Odisea, Cizy Jaziky (Brno, Czech Republic), Materiales para la enseñanza multicultural (Spanish Embassy in Washington, DC), etc.

4) Inducted as a Fellow of the Mediterranean Studies Association in Lüneburg (Germany) May 28, 2008.

5) Director of 1 doctoral dissertation (2000) and 12 Master’s theses. He is currently supervising 2 doctoral dissertations.

6) Visiting Scholar at the University of Delaware (5 months). Teaching and Research Assistant at Colgate University, Hamilton (New York) (9 months).

Dr. RAQUEL FERNÁNDEZ FUERTES

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:

- Bilingual language acquisition
- Formal analyses
- Comparative grammar
- Languages in contact

RECENT AND/OR RELEVANT PUBLICATIONS


• Fernández Fuertes, J.M. Liceras & A. Alba de la Fuente. 2016. Beyond the subject DP versus the subject pronoun divide in agreement switches. In C. Tortora et al. (eds.) Romance Linguistics 2013: Selected papers from the 43rd Linguistic Symposium on Romance Languages (LSRL), New York, 17-19 April, 2013, [Romance Languages and Linguistic Theory, 9]. (79-98). John Benjamins.


• Liceras, J.M., R. Fernández Fuertes, A. Alba de la Fuente & M. Tercedor. 2010. lexically-based interlinguistic influence at the syntax-semantic interface: copula

OTHER:

PhD thesis supervision: 2 (1 co-directed) and 6 in progress
MA thesis supervision: 25 (11 co-directed)
Student research supervision: 6
Postdoctoral fellows: 1
Recent research periods abroad: University of Leiden (Netherlands, 2016, 5 weeks);
University of Florida (USA, 2017, 5 weeks); University of Ottawa (Canada, 2017, 13 weeks)
Recent research projects:

- Aspectos de la dimensión internacional del contacto de lenguas: diagnósticos de la competencia lingüística bilingüe inglés-español [Ref. VA009P17]. Junta de Castilla y León, Consejería de Educación, y fondos FEDER. PI: Raquel Fernández Fuertes.
- Variación, complejidad y experiencia lingüística en la adquisición de lenguas y el bilingüismo: más allá de la división entre sintaxis e interfaces [FFI2012-35058]. Ministerio de Economía y Competitividad. PI: Aurora Bel.

Research group director: UVALAL (University of Valladolid Language Acquisition Lab), recognized research group (since 2005).


Dr. MIRIAM FERNÁNDEZ SANTIAGO

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:
Critical Theory (Deconstruction, Posthuman Studies), (Inter)Cultural Studies, Literary Criticism, North American Literature (19th and 20th century), Postcolonial Studies, Disability Studies.

RECENT AND / OR RELEVANT PUBLICATIONS


OTHER

- Grupo de Investigación: Estudios Literarios y Culturales de América” (HUM676)
- Secretaria de la revista científica Revista de Estudios Norteamericanos. ISSN: 1133-309-X (2007-presente)
- Proyecto Europeo IntercultureMap (01/06/2006 hasta el 31/12/2006).
- Proyecto del programa estatal de fomento de la investigación científica y técnica de excelencia - subprograma estatal de generación de conocimiento: “Trauma, Cultura y Posthumanidad: La Definición del Ser en la Narrativa Nortemeéricnna Actual” Proyectos I+D, FFI2015-63506P
Dr. ELAINE HEWITT

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:

- Empirical research in EFL learning contexts.

RECENT AND / OR RELEVANT PUBLICATIONS


OTHER

Elaine Hewitt was awarded the University of Granada Prize corresponding to the year 1997 for her Doctoral Ph.D. Thesis. She defended her doctoral thesis in the English Department, University of Granada, in 1997.

She graduated with honours in 1983 off the Bachelor’s Degree of English Studies from Manchester Metropolitan University in the United Kingdom.

1) National r+d Research Project (research and development).
Title: BILINGUNI Total Bilingualism: Follow-up in the university sphere of students coming from the ‘bilingual’ CLIL secondary school system. Financed by: Ministry of Science and Innovation and FEDER - European Fund for Regional Development. Project Director: Elaine Hewitt. Duration: 2009-2011


Doctoral PhD Theses supervised by Profa. Dr. Elaine Hewitt:


Over forty MA theses supervised by Profa. Dr. Elaine Hewitt:
6) “Didactic English Unit for 4th year of CSE (Compulsory Secondary Education)”. 2011.
9) “Didactic Unit Focused on English as a Foreign Language at CSE Level”. 2011.
11) “Didactic Unit proposal for Official State Language Schools in an ICT Centre (Information and Communication Technology)”. 2011.

DR ENCARNACIÓN HIDALGO TENORIO

Catedrática de Universidad
Sexenios CNEAI: 4

RESEARCH AREAS

– Language and Gender, Corpus-Based Critical Discourse Analysis, Appraisal Theory

RECENT PUBLICATIONS


**RESEARCH PROJECTS**
- Main researcher of EU-funded Research Project (2012-1015): “Análisis crítico del discurso público y su construcción de las minorías: El caso de Irlanda” (FFI2011-25453);


Dr. STEPHEN PEARSE HUGHES

Profesor Ayudante Doctor

Research:

Empirical research in quality processes and indicators in English language teaching and English as a medium of instruction.

RECENT AND / OR RELEVANT PUBLICATIONS

Dr. Stephen Hughes has been involved in language teaching and teacher training for over 20 years. While working in secondary education, he became professionally and academically interested in the areas of quality management and bilingual education and has experience as both a quality coordinator and as a bilingual coordinator in secondary schools. Stephen has worked in national and European research projects and is currently involved in a number of projects related the design, implementation and assessment of the English language programmes as well as education through the medium of English and Content and Language Integrated Learning (CLIL).

Dr. Pilar León Araúz

Profesora Titular de Universidad

Sexenios CNEAI: 1

Research

- Corpus linguistics
- Lexicography and terminology
- Specialized languages, terminology and knowledge engineering

RECENT AND / OR RELEVANT PUBLICATIONS


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Dr. CRISTÓBAL LOZANO POZO

Profesor Titular de Universidad

Sexenios CNEAI: 3

Research:

- Bilingualism and second language (L2) acquisition: The acquisition and development of grammar by L2 learners and by bilinguals.
- Learner corpora: design and exploitation of corpora to investigate bilingual and L2 acquisition.
- More info on my webpage: [http://wpd.ugr.es/~cristoballozano](http://wpd.ugr.es/~cristoballozano)

RECENT AND / OR RELEVANT PUBLICATIONS


OTHER:

Invited professor on different MAs on bilingualism/second language acquisition: UNED, University of the Basque Country, Universidad Internacional Menéndez Pelayo (UIMP), Universidad de Barcelona, Universidad de Valladolid, Universidade Nova de Lisboa, University of Bremen, Penn State University, etc.

Brief background & research stays:
- MA by research on Second Language Acquisition (University of Hertofdshire, UK)
- PhD in Second Language Acquisition (University of Essex, UK)
- Postdoctoral research fellow & Postdoctoral researcher ‘Juan de la Cierva’ on learner corpora and second language acquisition (Universidad Autónoma de Madrid)
- Profesor ayudante doctor (Universidad de Castilla-La Mancha)
- Specialist in statistical methods (Universidad Politécnica de Madrid)
- Fulbright Visiting Researcher (Pennsylvania State University)

Current research Projects:
- PI (Principal Investigator) of the ANACOR research project.

Webpage:
- More info: http://wpd.ugr.es/~cristoballozano

Dr. CARLOS MÁRQUEZ LINARES
Profesor Titular de Universidad

Sexenios CNEAI: 1

Research:

Contrastive Lexical Semantics

Lexical approaches to Literature: JRR Tolkien

RECENT AND / OR RELEVANT PUBLICATIONS


“Process-oriented terminology management in the domain of Coastal Engineering”, in Terminology 2006, Vol 12, 2; pp 189-215 ISSN 0929-9971 (co-authors: Pamela Faber et al.)

“…And then came the fall: on the nature of evil in J.R.R. Tolkien’s and J.K. Rowling’s arch-villains”, in Perspectives on Evil and Human Wickedness 2003, Vol 1, 3; pp 170-181. ISSN: 1471-5597


[Translation of the previous work in Minas Tirith. Rivista della Società Tolkieniana Italiana. N. 22, Anno XII, pp. 107-124. Scientific committee:Carlo Maria Bajetta, Università della Val d’Aosta; Franco Cardini, Università di Firenze; Luigi G. De Anna, Università di Turku; Marcello Meli, Università di Padova; Francesco Zambon, Università di Trento.]

OTHER:

Proyecto: Oncoterm: sistema bilingüe de información y recursos oncológicos (PB98-1342)
Proyecto: Ingeniería de Puertos y Costas: Estructuración de conocimiento y generación de recursos terminológicos (BFF2003-04720)
Proyecto: The German, Greek, English, Spanish Teacher Training Project (GGEST), (95-03/1908/UK-1B).
Proyecto: Towards Autonomy in primary language teacher education – an aproach using modern technology 56359-CP-198-1-DE-LINGUA-LA

Director del curso “Un Relámpago en un cielo claro. Aproximaciones a JRR Tolkien y su obra (1ª edición)”, organizado por el Escuela de Posgrado de la Universidad de Granada en el año 2010
Director del curso “Un Relámpago en un cielo claro. Aproximaciones a JRR Tolkien y su obra (2ª edición)”, organizado por el Escuela de Posgrado de la Universidad de Granada en el año 2010
Conferenciante invitado en ciclos y cursos sobre la obra de Tolkien organizados en las universidades Autónoma de Barcelona, Autónoma de Madrid, Politécnica de Valencia, Universidad de Córdoba, Universidad de Barcelona, Universidad Pompeu Fabra y en el Instituto de Filosofía Edith Stein.

Dr. MIGUEL A. MARTÍNEZ-CABEZA LOMBARDO

Profesor Titular de Universidad
Sexenios CNEAI: 2
Research
- Adaptación cinematográfica/Film adaptation

RECENT AND / OR RELEVANT PUBLICATIONS

Theodore Dreiser. 2018. Nueva York, El color de una gran ciudad, (Edición, introducción y traducción M.A. Martínez-Cabeza), Madrid: Abada Editores, 2018
OTHER
Visiting scholar at the Department of Modern Languages, Literatures and Cultures,
University of Delaware, USA. February-May 2016 and 2017.

Dr. JOSÉ LUIS MARTÍNEZ-DUEÑAS ESPEJO

Catedrático de Universidad

Sexenios CNEAI: 4

Research:

Diachrony and synchrony in text and Discourse studies in the English language:
Rhetorics and stylistics.

RECENT AND / OR RELEVANT PUBLICATIONS

Books
Estilística del discurso narrativo  Granada: Universidad de Granada 1992,
La metáfora, Barcelona: Octáedro, 1993,
Retórica de la lengua inglesa, Granada: Comares, 2002,
El verbo con sentido. Diálogo sobre la retórica y su actualidad, Granada: Publicaciones del
Grupo & & , 2003
Las fronteras de los ingleses, Alcalá: Alcalá la Real, 2008
La conquista de Granada por los españoles, de John Dryden, Granada: Editorial Universidad
de Granada 2010
El primer toque de la trompeta contra el monstruoso gobierno de las mujeres, de John Knox, con
Rocio G. Sumillera, Valencia: Tirant Humanidades 2016
La bodega de un literato. George Saintsbury, Madrid: Abada, 2016
Antigüedad y tradición en las letras inglesas, Alhulia, Mirto Academia, 2018
El ataque a Cádiz de 1596 visto por un bidalgo inglés, Cádiz: Editorial UCA 2019
Co-editor with José María Pérez Fernández (Eds.), Approaches to the poetics of Derek
Co-editor with Rocío G. Sumillera of The failed text. Literature and failure. Newcastle:
Cambridge Scholars Publishing 2013

Articles

- "La ciencia, la lengua y la difusión del conocimiento", Revista de Física vol. 28, Nº 2
  abril-junio 2014, págs. 39-41
- "Los vikingos en la Inglaterra anglosajona", Revista EPCCM, num. 16, 2014, págs. 189-200
"Referencia a España en la crónica Anglosajona en el siglo VIII", Manuel Espinar Moreno y J. L. Martínez-Dueñas, Revista EPCCM, num 17, 2015, págs. 83-102


"Originalidad y destino en la obra de T. S. Eliot", Extramuros nº 50, 2019, págs. 159-163


OTHER:

Visiting Lecturer, University of Leeds (January–March 1985)

Visiting Professor Moscow Linguistic University (May 1992)

Collaborator at CNEAI and ANPE

Research supervision:


17 "Semiótica de la traducción", Tesis Doctoral, Barbara Cordova, septiembre de 2013, co-dirigida con Óscar Jiménez Serrano.

Director de becas de investigación de:

Dª Belén Soria Clivillés
Dª Mª Jesús Viudes Baena
D. Julián Jiménez Heffernan
Dª Margarita Sánchez Cuervo
Dª Rocío Gutiérrez Sumillera
D. Rafael Pascual Hernández
Dª Eugenia Núñez Nogueroles

Member of editorial boards:

ATLANTIS, de la Asociación Española de Estudios Anglo-Norteamericanos.
Odisea. Revista de estudios ingleses, Universidad de Almería
E.S. de la Universidad de Valladolid.

Dr. ROCÍO MONTORO

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:

Literary and non-literary stylistics
Corpus stylistics
Critical stylistics
Multimodal stylistics
The Language of Popular Fiction

RECENT AND / OR RELEVANT PUBLICATIONS

Books


**Book chapters**


**Journal articles**


OTHER:

**Editorial posts**

Co-editor (with Professor Paul Simpson, University of Liverpool) of the *Language, Style and Literature* series (Palgrave).


Assistant editor of *Language and Literature* (2017 – current)

**Editorial boards**


**Reviewing posts**


Reviewer for Bloomsbury, Palgrave, John Benjamins and Mouton de Gruyter.

**Member of international research assessment panels**

Research assessment exercise evaluator for **ANVUR** (Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca, in collaboration with CINECA)

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**Dr. JOSÉ MARÍA PÉREZ FERNÁNDEZ**

Profesor Titular de Universidad

Sexenios CNEAI: 3

**Research:**

My current research interests are essentially interdisciplinary and they focus on the relations between translation, diplomacy and the book trade, their role in the construction of the international republic of letters and the early modern idea of Europe. I am particularly interested in processes of communication in the early modern world—such as the impact
of print, the development of an international news market, the transmission of knowledge throughout transnational networks, and how financial and mercantile processes mirrored the ways in which information exchange took place within Europe and also beyond its borders. In parallel with its global expansion, Europe was engaged in the development of systems and strategies for the descriptive and normative representation of the world, the cosmos, knowledge or the social order. These included cartography, astronomy, early encyclopaediaism, cataloguing techniques, the creation of actual and virtual libraries, and the gradual emergence of international law.

I have just completed a book project, with E. Wilson-Lee, titled Hernando Colón’s New World of Books. Towards a New Cartography of Knowledge (forthcoming in Yale U.P., 2020). Also with Edward Wilson-Lee, and in collaboration with the University of Copenhagen’s Arnamagnæan Institute, I have recently embarked on a project to digitize a newly discovered catalogue from Hernando Colón’s library, the Libro de los Epítomes, which will also result in a critical bilingual edition. I am currently working on a new book project titled Communication, Community and Commerce: Translation and the International Republic of Letters.

Other recent projects and forthcoming publications look into the interdisciplinary implications of important aspects of transnational European news networks, culture, science and literature, some of which require the successful combination of archival research with strong interpretation. I was part of the Textual Ambassadors research network (www.textualambassadors.org), developed in collaboration with the University of Oxford’s Research Centre for the Humanities (http://torch.ox.ac.uk/). My participation in that project has resulted in a book chapter (“War and Peace by Other Means: Diplomacy, Translation and Communication in Early Modern Europe”, in Cultures of Diplomacy and Literary Writing in the Early Modern World, ed. by T. Sowerby and J. Craigwood, OUP, 2019). I also participated in the meeting organized to launch the Iberian Book Project (http://www.ucd.ie/ibp/), which is a partner of the Universal Short Title Catalogue (http://www.ustc.ac.uk/). My participation in this project has involved a chapter for a volume with the best contributions to this symposium (“‘Reasons of State for Any Author.’ Common Sense, Translation, and the International Republic of Letters”, in A Maturing Market. The Iberian World in the First Half of the Seventeenth Century, ed. A. S. Wilkinson and A.U. Lorenzo, Brill, 2017, pp. 101-123). In 2013 I participated in an international symposium at the Warburg Institute in London, on Translation and the Circulation of Knowledge in Early Modern Science.

I have lectured, and / or spent periods as a visiting scholar at several international institutions, such as the universities of Washington in Seattle, California in Santa Barbara, Edinburgh, Oxford or Cambridge. From October to December of 2015 I was a visiting fellow at Sidney Sussex College, University of Cambridge, and a Berenson Fellow at Villa I Tatti (the Harvard University Centre for Italian Renaissance Studies in Florence) during the Fall of 2017. Between October and December of 2018 I was visiting fellow at the Department of History and Culture at the European University Institute in Florence. In January and February of 2019 I was Patricia H. Labalme Fellow at the Centro Vittore Branca in Venice, with a scholarship from the Renaissance Society of America, and between September and December of 2019 I shall return to the European University Institute as a Fernand Braudel Senior Fellow.

On December 19th 2018 I received from the Spanish Ministry of Science, Innovation and Universities the official certificate that acknowledges my accreditation (acreditación) as a full professor in the discipline of Arts and the Humanities.
In 2019 I became national representative for Spain and Member of the Management Committee in the People in Motion COST action (www.cost.eu/actions/CA18140), which will run between 2019 and 2023, and where I shall be leader of one of the four Working Groups (“Paper in Motion”) of the network.

For further details see: https://josemariaperezfernandez.academia.edu/

RECENT AND MOST RELEVANT PUBLICATIONS

Books


Book chapters


**Articles in peer-reviewed journals:**


**Peer-reviewed digital and online publications:**


http://sl.ugr.es/0atO

Other:

Online lectures: click here to watch my lecture on “Medical Humanism, Translation, and Early Modern Prose Fiction” at the Warburg Institute, School of Advanced Studies, University of London.

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Dr. MARÍA ELENA RODRÍGUEZ MARTÍN

Profesora Titular de Universidad

Sexenios CNEAI: 1

Research:

Adaptation studies

Analysis of film and television adaptations of literary works; recent approaches to the study of adaptation of a wide range of source texts including literary and popular narratives, short stories, graphic novels, comics, etc.; analysis of narrative discourse in literary and filmic texts: comparison between written and filmed narratives; adaptations as intersemiotic translations; recent approaches to biopics as adaptations; transmedia narratives.

Audiovisual dialogue: the language of films and TV series

Analysis of the language of audiovisual fiction: pragmatic and stylistic analysis of the language of films and television series as multimodal narratives; film and television series as multimodal texts; analysis and comparison of the language of films and TV series belonging to different genres.

RECENT AND / OR RELEVANT PUBLICATIONS

Rodríguez Martín, María Elena. En prensa. “De la fidelidad al original a las narrativas transmedia: desarrollo y evolución de las teorías de adaptación”.


OTHER:

Research groups and projects


Visiting positions and postgraduate research at foreign universities:

October – November 2000: Visiting scholar. Department of English Language and Literature, King’s College London (United Kingdom)

September – January 1999: Postgraduate research student. Literature Department, Essex University (United Kingdom)


Scholarships and prizes

September 1996 – June 1997: scholarship awarded by the Ministry of Education (Beca de colaboración; English Philology Department, University of Granada, Spain).


Doctoral prize: Premio Extraordinario de Doctorado en Filología Inglesa (Title of doctoral dissertation: Novela y cine. Adaptación y comprensión narrativa de las obras de Jane Austen)

Premio “Sello Europeo a las iniciativas innovadoras en la enseñanza y el aprendizaje de lenguas extranjeras 2003” concedido por la Comisión Europea y el Ministerio de Educación y Cultura (B.O.E. 283, 26 noviembre 2003) al grupo de innovación pedagógica “El diseño de un programa on-line para el desarrollo del léxico del inglés a través de Internet” (Project director: Dr. Carmen Pérez Basanta) (2002-2004).

MA dissertations supervised
Title: Una aproximación multimodal a la enseñanza de la competencia conversacional de la lengua inglesa. Author: Beatriz Cortina Pérez (Trabajo de investigación conducente a la obtención del D.E.A. Diploma de Estudios Avanzados; Programa de Doctorado Estudios Superiores en Filología Inglesa, Universidad de Granada).

Title: La enseñanza de la cultura a través del cine en la clase de inglés. Palabras culturales y extractos de películas. Author: Eva María Cuevas Fernández (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: La adaptación filmica del relato corto. Short Cuts: un ejemplo de fusión de relatos. Author: Carmen Rocío Pérez Martos. (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: Recreación filmica de la novela de Roald Dahl Charlie and the Chocolate Factory. Tim Burton y su particular visión de la historia adaptada al cine. Author: Blanca Mª Ruiz Rodríguez (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: Análisis multimodal de los subtítulos interlingüísticos e intralingüísticos de la película Vicky, Cristina, Barcelona de Woody Allen. Author: Aikaterini Tsaousi (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).

Title: Estudio descriptivo-contrastivo de los rasgos conversacionales del diálogo filmico original de la película Gran Torino y su versión para el doblaje en español. Author: Soledad Cambeiro González. (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).

Title: Análisis pragmático de la cortesía presente en la subtitulación aficionada y la subtitulación profesional. El caso de la serie Alcatraz. Author: Marta Pérez Hernández. (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).

Title: “With tears and a journey”: Recreating Shakespeare’s life on screen. Author: Elisa Isabel Jiménez Aguilar. (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).


Title: The newer the better? A comparison of the 1974 and 2013 film adaptations of F. Scott Fitzgerald’s novel The Great Gatsby. Author: Carolina Crespo Steinke. (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: “We have never been what we seemed”: A two-layered adaptation of the life of the Fitzgeralds. Author: Susana García Montosa (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).
Dr. GERARDO RODRÍGUEZ SALAS

Profesor Titular de Universidad
Sexenios CNEAI: 2

Research:

Literature in English and Gender.
An approach to Literature written in English from a gender perspective: French feminism (Cixous, Irigaray, Kristeva), Gynocriticism, Postmodernist Feminism (Braidotti, Butler, Haraway), Masculinity Studies, Queer Theory.

Community and the English Novel.
Redefinition of the notions of community and individual as theorized in continental, post-phenomenological philosophy (Derrida, Nancy, Blanchot, Agamben, Esposito) in the interests of the interpretation of narrative discourse.

RECENT AND / OR RELEVANT PUBLICATIONS


· 2016: “‘I Am Just As Much Dead As He Is’: Community, Finitude and Sibling Intimacy in Katherine Mansfield’. *Atlantis* 38.2: 63-82.


OTHER

UGR Coordinator for the Erasmus Mundus MA Programme in Women’s and Gender Studies


PhD Special Mention (Premio Extraordinario de Doctorado).

Supervision of the following doctoral dissertations:


Ángela Rivera Izquierdo: "Community and Masculinity in Irvine Welsh’s fiction". Doctorado en Lenguas, Textos y Contextos. Departamento de Filologías Inglesa y Alemana, UGR (in progress).

José Iglesias Urquizar: "La traducción audiovisual en la construcción discursiva de la homosexualidad a través del análisis de la serie *Looking*". Doctorado en Lenguas, Textos y Contextos. Departamento de Filologías Inglesa y Alemana, UGR (in progress - co-director: Dolores Sánchez).
Director of the following MA theses (a selection):


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**Dr. BELÉN SORIA CLIVILLÉS**

Profesora Titular de Universidad

Sexenios CNEAI: 4

Research:

Pragmatics and communication

Metaphor and metonymy

RECENT AND / OR RELEVANT PUBLICATIONS


OTHER

**Participation in funded research projects:**

2000-2003: "Metaphor, meaning and verbal communication" (BFF2000-1528) funded by DGICYT
Main researcher: Esther Romero González
Other researchers: Belén Soria Clivillés

2003-2006: "Meaning and primary and secondary pragmatic processes" (BFF2003-07141) funded by DGICYT
Main researcher: Belén Soria Clivillés
Other researchers: Esther Romero González

2006-2009: "Pragmática del sintagma" (HUM2006-08418/FISO) Funded by DGICYT
Main researcher: Esther Romero González
Other researchers: Belén Soria Clivillés

Main researcher: Belén Soria Clivillés
Other researchers: Esther Romero González

Main researcher: Esther Romero González
Other researchers: Belén Soria Clivillés

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Dr. PEDRO UREÑA GÓMEZ-MORENO
Profesor Ayudante Doctor

Research:

Morphosyntax, lexicology, natural language processing and corpus linguistics.

RECENT AND / OR RELEVANT PUBLICATIONS


OTHER

Background:

1. PhD in “English Literature and Linguistics”. University of Granada (Spain).
2. M.A. in “New technologies applied to language teaching”. University of Málaga (Spain).

Research project participation:

3. Period: 2016- 2018
   Main Researcher: Ricardo Mairal Usón.
   Title: “Desarrollo de un laboratorio virtual para el procesamiento computacional del lenguaje natural desde un paradigma funcional”. (Programa estatal de fomento de la investigación científica y técnica de excelencia. Subprograma estatal de generación de conocimiento; Ministerio de Economía y Competitividad. Reference code FFI2014-53788-C3-1-P).
Main researcher: Ángel Felices Lago
Title: “Elaboración de una subontología terminológica en un contexto multilingüe (español, inglés e italiano) a partir de la base de conocimiento FunGramKB y en el ámbito de la cooperación internacional en materia penal: Terrorismo y crimen organizado” (Ministerio de Ciencia e Innovación, Plan Nacional I+D+i (2008-2011). Reference code FFI2010-15983).

Member of organising and/or scientific committees:


Dr. SALVADOR VALERA HERNÁNDEZ
Profesor Titular de Universidad
Sexenios CNEAI: 3

Research:
Diachronic and synchronic morphology and syntax

RECENT AND / OR RELEVANT PUBLICATIONS


OTHER:
R+D Project with reference FFI2012-39688
R+D Project with reference HUM2007-60107FILO
R+D Project with reference P07HUM-03028
Reviews editor of EUP’s Word Structure
Research at Victoria University of Wellington (1999, 3months, and 2007-08, 6months), Vienna (2000, 3 months) and Leeds (2001, 3 months).
Member of the scientific committee of the editorial board of three international journals (Ostrava Journal of English Philology, SKASE Journal of Theoretical Linguistics, Word Structure) and occasional referee for another one (English Language and Linguistics).
Advisor of 5 MA Dissertations and 4 PhD Dissertations (3 with European Mention), all awarded the highest degree.

Dr. PILAR VILLAR-ARGÁIZ

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research: Irish Studies; Women, Cinema and Literature in Ireland; Feminism, Postcolonialism and Multiculturality

RECENT AND / OR RELEVANT PUBLICATIONS


Villar-Argáiz, Pilar. “‘The Female Body in Pain: Feminist Re-enactments of Sexual and Physical Violence in Dorothy Molloy’s Poetry”’. Contemporary


Villar-Argáiz, Pilar. "'Poetry is a form in which you never have to say more than what you mean': An Interview with Eiléan Ní Chuilleanáin. Irish University Review. Volume 47. Number 2. (2017)222-233.


Since 2009, I have successfully supervised 2 PhDs (one on Irish novelist Roddy Doyle, and the other one on Caribbean poet Opal Adisa) and 10 TMs on James Joyce, Irish women’s writing, and Irish homosexual art.

I currently participate in 2 research projects funded by the Spanish Ministry of Science and Innovation: 1) *Politics, aesthetics and marketing of literary formulae in popular women’s writing: history, exoticism and romance*, and 2) *The secret in contemporary fiction in English*

In the past have participated full time in 3 research projects: 1) *Community and Immunity in Contemporary Fiction in English*, funded by the Spanish Ministry of Science and Innovation; 2) *The Construction of Otherness in the Public Domain: A Critical Study of the Case of Ireland*, funded by the Spanish Ministry of Science and Innovation; 3) *Community and Immunity in the Contemporary Novel in English*, funded by the Spanish Ministry of Science and Innovation (grant reference FF12009-13244);

2002-2005: I’ve also done various international courses (summer schools, MA courses, etc.) on Irish Studies, postcolonial theory and literature at the following institutions: University of Southampton, University College Dublin, University College Cork and University of Limerick.

2001-2014: I’ve been a visiting scholar in the National University of Ireland, University College Cork, University College Dublin, King Alfred’s College (Winchester), the University of Limerick, and the Centre for Transcultural Research and Media Studies. Dublin Institute of Technology.

Active member of IASIL (International Association for the Study of Irish Literature); AEDEI (Spanish Association for Irish Studies); EFACIS (European Federation for Irish Studies); IASIL Japan; GRETA (Spanish Association of Teachers of English); ISCLT (International Society for Contemporary Literature and Theater); AEDEAN (Spanish Association for the Study of Anglo-American Literature);

Member of the Board of AEDEI (Spanish Association for Irish Studies) and the International Association ISCLT (“International Society for the Study of Contemporary Literature and Theatre”).


Since 1997, I have participated with papers and lectures in 50 international conferences, specialized on Irish Studies, Feminism, Postcolonialism and Global Studies. I have been invited on 14 occasions to give lectures and seminars on Irish poetry, women and literature, and Irish cinema I have been invited to teach courses on Irish Studies and contemporary Irish poetry at various university institutions in Spain, Ireland, and Chile.
From September 2014 I am the Director of the “Centro de Estudios Irlandeses en la Universidad de Granada”, which depends on EFACIS (European Association of Centres of Irish Studies).

APPENDIX 1

Formato y plazos para la elección, asignación de supervisor, y presentación del Trabajo de Fin de Máster (20 créditos).
Criterios de elaboración y de evaluación.¹

Requisitos básicos y proceso de elección de tema y asignación de supervisor para el TFM

El tema del trabajo ha de estar directamente relacionado con una de las líneas de investigación que se detallan en la guía docente y en la página web del máster.

Tras mostrar su preferencia por una línea de investigación, la comisión académica asignará a cada estudiante un supervisor para su trabajo (la comisión académica respetará y dará prioridad a aquellos casos en los que supervisora y estudiante ya hayan llegado a un acuerdo para la elaboración de un trabajo). A continuación el estudiante y la supervisora se pondrán de acuerdo en un tema, y el estudiante enviará la propuesta a través del formulario que se proporciona para ello. La comisión revisará todas las propuestas, para evitar solapamientos de temas con otros TFMs o incluso tesis que estén ya en progreso.

Para poder presentar el TFM y ser evaluado es necesario haber obtenido un mínimo de 45 créditos de entre el total de 60 requeridos para completar el máster.

La comisión académica asignará un comité de evaluación compuesto por profesores cuyas líneas de investigación estén directamente relacionadas, o sean afines, al tema del TFM. Además de las profesoras que imparten docencia en el máster, en estas comisiones podrá haber otros profesores, de cualquier departamento, siempre que demuestren su especialización en líneas de investigación semejantes o afines al tema del TFM.

Características generales del trabajo, principios y metodología para su elaboración.

¹Normativa aprobada por la comisión académica del día 16 de abril de 2012
El trabajo de investigación actúa a modo de bisagra entre los conocimientos y destrezas adquiridos en el periodo de docencia del Máster, y en el de investigación, y la posible futura incorporación del alumno a programas de doctorado en los que la autonomía e independencia investigadoras pasan a ocupar un rol central.

La elaboración del trabajo de fin de máster requiere del trabajo autónomo del estudiante, quien contará con la orientación, supervisión y ayuda de un profesor experto en la línea investigadora escogida por el alumno. La labor investigadora del estudiante se fundamentará en la búsqueda, lectura, consideración, estudio y análisis tanto de fuentes primarias como secundarias; la organización del material seleccionado; la redacción del trabajo con claridad y corrección; y la consulta de posibles dudas con el supervisor.

La realización del trabajo de fin de máster presupone que el alumno posee la madurez crítica y la autonomía de trabajo suficientes para culminar con éxito un proyecto de investigación que requiere de una correcta planificación y aprovechamiento del tiempo, así como de una adecuada utilización de unas herramientas de análisis. La temática de los trabajos de investigación está, por tanto, abierta a sugerencias y propuestas que tendrán que ser consideradas, valoradas y aprobadas por el tutor correspondiente. En este sentido, el supervisor delimitará y reorientará la temática de cada trabajo en la medida que estime oportuna.

Independientemente de la temática elegida, los trabajos en su punto de partida deberán ajustarse en su estructura a contenidos como los siguientes:

- Resumen
- Definición, justificación y localización del tema del trabajo de investigación dentro de los Estudios Ingleses.
- Breve descripción de estudios previos en dicho ámbito.
- Hipótesis y objetivos de trabajo.
- Metodología utilizada para abordar el objeto de estudio.
- Descripción del corpus utilizado (si es pertinente).
- Conclusiones
- Referencias bibliográficas de las obras citadas.

Metodología para la disposición de los contenidos en el TFM, redacción y estilo.

El tema del trabajo y su tratamiento han de ser razonablemente originales. Tanto la elección del tema como su tratamiento han de estar debidamente justificados en el trabajo mismo, y también en el momento de su presentación pública.

El trabajo debe estar centrado en un tema o temas específicos, que se tratarán con un grado razonable de profundidad y de exhaustividad. No se admitirán trabajos con títulos genéricos.

Los contenidos han de estar bien articulados, a través de una estructura básica de introducción, desarrollo y conclusiones finales.

Los argumentos han de ser claros, y el lenguaje igualmente cuidado, con un estilo correcto, evitando tanto la simpleza como el fárrago. Las faltas de ortografía, y la falta de claridad en
la expresión serán suficientes razones para posponer la presentación del mismo u otorgarle una calificación de no apto.

Las ideas y el análisis que se propongan en el trabajo han de estar bien argumentados, basados en evidencia empírica primero y luego en la bibliografía secundaria. Por ejemplo, en el ámbito de los estudios literarios o lingüísticos, los trabajos han de basarse en una lectura y análisis atentos de los textos primarios y/o del corpus que constituyen el objeto de estudio. Este análisis debe apoyarse en textos secundarios, pero nunca han de primar en el análisis el uso de los textos secundarios sobre los primarios.

El trabajo debe hacer uso de las principales aportaciones de la bibliografía secundaria. El estudiante debe demostrar que está al tanto del estado de la cuestión, y al menos tomar en cuenta, y citar adecuadamente, aquella bibliografía secundaria que esté disponible a través de nuestra biblioteca.

**Plagio:** el plagio en el trabajo de fin de máster, o en cualquier otro trabajo relacionado con el máster, será sancionado con un suspenso y—dependiendo de la gravedad del plagio—con la posibilidad de incoar un expediente disciplinario.

**Formato**

La extensión del trabajo oscilará entre 10.000 y 15.000 palabras (excluidas la bibliografía y los apéndices). La versión final del TFM debe incluir el número de palabras al final del cuerpo principal del texto, y antes de la bibliografía. La comisión académica del máster podrá rechazar aquellos TFMs que no presenten este formato.

El trabajo se elaborará y se presentará en inglés. La presentación será pública, y de una duración máxima de 30 minutos. La exposición del estudiante tendrá una duración máxima de quince minutos, y el resto del tiempo se dedicará a las intervenciones del comité de evaluación y el debate posterior.

La fecha límite de entrega de los trabajos se establecerá cada curso por la comisión académica, y las fechas se publicarán en la guía docente del máster. Como principio general, la fecha de entrega será como mínimo 15 días antes de la fecha programada para su presentación pública.

Se entregarán en la secretaría del departamento una copia electrónica y cuatro copias impresas: una para quedar depositada en registro, y tres para cada uno de los miembros del comité de evaluación. Una copia del TFM en pdf se ha de remitir por correo electrónico al coordinador (jmperez@ugr.es)

**Criterios de evaluación del trabajo**

Una vez elaborado el trabajo en el plazo previsto, se ha de enviar a la comisión académica acompañado por un informe del supervisor. Para que la comisión académica apruebe el trabajo y le asigne un comité de evaluación, ha de contar con el informe positivo del supervisor. Sin este informe, la presentación del trabajo no podrá en ningún caso seguir adelante.
La evaluación estará a cargo de una comisión de evaluación constituida por tres miembros especialistas en la línea de investigación elegida, o en otras líneas de investigación afines. El director del trabajo redactará un informe valorativo del mismo (sin proponer ninguna nota), comentando tanto los resultados finales de la investigación, como la evolución del estudiante a lo largo de la investigación.

El tribunal tendrá en cuenta los siguientes criterios a la hora de puntuar numéricamente los trabajos:

- Aplicación de competencias y conocimientos adquiridos durante el periodo de docencia del máster, más aquellos adquiridos en el proceso de investigación independiente supervisada por un profesor con línea de investigación dentro del máster.

- Capacidad para planificar y diseñar un proyecto de investigación.

- Capacidad para valorar brevemente de forma crítica las investigaciones realizadas con anterioridad en dicha área.

- Capacidad para elegir una metodología de trabajo adecuada y acorde con el tema a investigar, y su rigurosa aplicación en el cuerpo del trabajo.

- Claridad, calidad, y corrección en la expresión en lengua inglesa de los contenidos del trabajo.

- Capacidad de argumentación y justificación de las propuestas y conclusiones del proyecto, tanto en su versión escrita, como en la presentación oral.
APPENDIX 2

GUIDELINES FOR YOUR DISSERTATION (TFM) IN LITERATURE

Assessment Categories:

1.- Purpose, planning and problems of the thesis (10%)
   - choice, specification of topic.
   - presentation of problems and hypothesis.
   - scientific significance and contribution of the thesis.

2.- Familiarization with literature (primary and secondary sources) (20%)
   - knowledge of the subject area and critical use of sources
   - definition and use of concepts

3.- Choice of research approach, methods and research frame (10%)
   - suitability and use of methods

4. Analysis (30%)
   - argumentative depth
   - adequate use of evidence/citation

5.- Discussion and conclusions (15%)
   - evaluation of the strengths and weaknesses of the research

6.- Structure and coherence of the thesis. (15%)
   - Balanced structure, cohesion and coherence
   - Linguistic form and final polishing of the text.
   - Adequate list of works cited.

GUIDELINES FOR YOUR DISSERTATION (TFM) IN LINGUISTICS

Your final dissertation in linguistics will be assessed according to each of the following criteria on a 0-10 scale. Bear in mind that there are different linguistic traditions and approaches, so you are expected to follow the conventions used in your linguistic discipline.

A. FORMAL ASPECTS (40% of your final grade). In particular:

1. Structure, layout and formatting (10%): dissertation structure, inclusion of relevant sections, word length, quantity and quality of bibliographical references, formatting of quotations/references, appropriate use of table of contents/appendices/cross-

3. Oral presentation (viva) (15%): Ability to effectively communicate linguistic ideas/problems/findings to a specialised audience in an articulated and coherent way. Correct use of the language (English).

B. CONTENT (60% of your final grade). In particular:

4. Framework, literature review and hypotheses (15%): Choice of the appropriate linguistic approach/framework. Ability to (i) critically review previous research, (ii) ask the relevant research questions and (if relevant) (iii) set up adequate hypotheses (or ask relevant research questions).

5. Design and method (15%): Ability to design and conduct an empirical linguistic project. Ability to choose and apply the relevant research method.

6. Data analysis, results, conclusions (15%): Appropriate (qualitative, quantitative or both) analysis of your data. Critical discussion and interpretation of your results and findings. Conclusions of your study.

7. Contribution (15%): Novelty/originality/contribution of your findings to the discipline.