

COURSE SYLLABUS 2024-25

BASIC INFORMATION ON THE COURSE

Course:	Other Cultures in the English Speaking Countries		
Course code:	70482112	Plan:	Master's Programme in English Studies: Professional Applications and Intercultural Communication
Academic Year:	2024-25	Undergraduate/Graduate:	Graduate
Degree Year:	1st	Type:	Compulsory
Duration:	2nd Term		
Course Coordinator:	José Francisco Fernández Sánchez		

TIME DISTRIBUTION ACCORDING TO REGULATIONS

Credits:	3
Total time:	75

USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual):

Blended Learning

TEACHERS

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OTHER IMPORTANT INFORMATION

Content Justification

In a world characterized by globalization and decolonization, it has become evident the importance of the role that other English-speaking countries, rather than Great Britain and the United States, can play in the context of international culture, politics and economics. This subject offers a panoramic view of a number of countries that were once colonies of the United Kingdom in order to open up the perspectives of the students as regards the Anglophone world.

Courses Related in Study Plan

Society and multiculturalism

Required Knowledge to Address the Course

An intermediate-advanced level of English is necessary to follow the dynamics of the course. Students are required to be acquainted with general knowledge on world history.

Pre-Required Knowledge

Master's Programme pre-requisites

COMPETENCES

Basic and General Competences

Basic competences

- Having and understanding knowledge
- Knowledge application
- Ability to communicate and social skills

General competences

- Ability to learn
- Ability to solve problems
- Self-analysis
- Ability to work within a team

Key competences University of Almería

- Second Language Knowledge

- Social competence and global citizenship awareness
- Capacity to use information and communication technologies
- Self-learning skills

Specific Competences

C1: Ability to project a critical vision to understand the relationship between literature and ideological discourses. C3: Developing a special sensitivity to the features of a multicultural society.
 C5: Being able to recognize and use the standards of the societies under study.
 C7: Understanding written texts and discourses from a postcolonial perspective.

OBJECTIVES/LEARNING OUTCOMES

1. Acquire an increase of the student's knowledge of the countries under study.
2. Understand the varieties of practices, ideologies and political systems of modern postcolonial societies.

PLANNING

Contents

BLOCK I

CONTEMPORARY IRELAND.

- 1.1. Recent History: From Autarchy to the Celtic Tiger.
- 1.2. Cultural and Identity Issues.

BLOCK II

SOUTH AFRICAN HISTORY AND SOCIETY.

- 2.1. South Africa Recent Past.
- 2.2. Conflicts and Hopes for the Future.

BLOCK III

MODERN AUSTRALIA.

3.1. Australia's Troubled Past.

3.2. Postcolonial Approaches to Australian Society.

Learning System and Methodology / Contingency Plan

The methodology of the course is based on active participation in place-based classroom sessions and online sessions. Instructors introduce the material through Keynote/Power point slideshow presentations which promote classroom discussions.

Contingency Plan

In the case of general alarm caused by a pandemic or any other extraordinary situation, teaching will be implemented through videoconferences.

Teaching Innovation Activities

Functional Diversity / Functional Disability

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (<http://www.ual.es/discapacidad>) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in fully compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

COMPETENCY ASSESSMENT

Criteria and Assessment Tools / Contingency Plan

Class participation is of paramount importance. The criteria established for the evaluation of the subject are the following: End of semester project (70%): a review of a film dealing with one of the countries under study. Class participation (30%): students will be requested to participate in debates, make questions and comments in class, etc. The activities carried out through the subject webpage are included in "Class participation" and these will consist mainly of searching for information about the topics dealt with during the course.

Final assessment: Only in those cases in which students can justify that a serious problem prevents them from attending the course regularly, their progress will be assessed uniquely by the end of semester project (70%) and by online activities in the subject's webpage. A brief online interview with the teacher will also be part of the 30% percentage of the student's participation marks.

Contingency plan: In case of extraordinary circumstances, for example, state of alarm, exams will be made through the virtual platform of the university.

Follow-Up Mechanisms

COURSE MATERIALS

Recommended Course Materials

Basic

Aaron Kelly. *Twentieth-Century Irish Literature*. Palgrave Macmillan. 2008.

Barry Monahan. *Ireland and Cinema: Culture and contexts*. Palgrave. 2015.

Declan Kiberd. *Inventing Ireland*. Harvard UP. 1997.

Diarmaid Ferriter. *The Transformation of Ireland 1900-2000*. Profile Books. 2005.

Joe Cleary, Claire Connolly, eds. *The Cambridge Companion to Modern Irish Culture*. Cambridge University Press. 2005.

Marie-Claire Logue. *Being Irish: New Views on Irish Identity Today*. The Liffey Press, 2021.

Leonard Thompson. *A History of South Africa*. Yale UP. 2001.

Nancy L. Clark. *South Africa: The Rise and Fall of Apartheid*. Longman. 2004.

Robert Hughes. *The Fatal Shore*. Vintage. 1988.

Rodney Tiffen. *Scandals: Media, Politics and Corruption in Contemporary Australia*. University of South Wales. 1999.

Complementary

David Lloyd. *Anomalous States*. Duke University Press. 1993.

Fintan O'Toole. *The Lie of the Land. Irish Identities*. Verso. 1998.

Margaret Kelleger and Philip O'Leary. *The Cambridge History of Irish Literature: Volume II*. Cambridge University Press. 2006.

Niall Rudd. *Pale Green, Light Orange: A Portrait of Bourgeois Ireland, 1930-1950*. Lilliput (Dublin). 1994.

Couse Materials Available in UAL's library
https://www.ual.es/bibliografia_recomendada70482112
WEBSITES
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