

Module title: Culture and Language

Module code: COM4006

Credit value: 30

Level: 4

Pre-requisite modules:

Content Description

This course will introduce students to a wide range of texts (literary and visual), concepts, ideas, theories and practices, both historical and contemporary, and the skills they need to analyse them. It will be divided into four 5-week blocks, devoted to topics such as, for example, Reading Literary Texts, Visual Cultures, Culture and Society, Linguistics. Each block will be taught by a combination of lectures laying the ground work and seminars devoted to specific examples.

Module Aims

The aim of the course is to give students an understanding of language as a medium for the creation and analysis of cultural artefacts, as a vehicle for the articulation of, and intervention in, matters of social concern, and also as an object of study in its own right. It will introduce students to, and give them the skills required to analyse, material of the kinds they will encounter in greater depth in subsequent years and thus lay the foundation for programmes of study in MLC on the one hand and CLC on the other.

Learning Outcomes

Academic Content:

A1 To grasp the historicity and constructedness of cultural artefacts.

A2 To become familiar with a representative selection of literary and visual texts and their interpretation.

A3 To comprehend and be able to make confident use of concepts and theories.

A4 To become acquainted with a range of contemporary topics pertaining to language and linguistics.

A5 To be aware of how issues of linguistic and cultural specificity relate to broader global and social concerns.

Disciplinary Skills – able to:

B1 Read texts in a critical and analytical manner.

B2 Understand and respond to feedback.

B3 Write clearly, accurately and persuasively.

B4 Construct a coherent argument.

B5 Use technical terms correctly and confidently.

B6 Acquire, evaluate and process information.

B7 Contribute to debates in an oral register.

Attributes:

C1 Engage critically with knowledge.

C2 Acquire and apply knowledge in a rigorous way.

C3 Connect information and ideas within their field of study.

C4 Recognise the value of operating in more than one language.

- C5 Respond appropriately to criticism.
- C6 Use language in a competent and confident manner.
- C7 Respect diversity, distrust ideology, and think independently.
- C8 Develop and exercise curiosity and initiative.
- C9 Learn how to learn.
- C10 Communicate effectively with a range of audiences.
- C11 Develop a strong sense of intellectual integrity.
- C12 Collaborate with others in a fair, constructive and respectful manner.

Activity Hours

Activity Type	Time spent (hours)
Lecture	11
Seminar	11
Guided independent study	128
Total	150

Indicative Reading List

- Acosta de Samper. 'Misión de la escritora en Hispanoamérica'. In *Colombia Ilustrada* 8 (1889): 129-132. Available in Biblioteca Digital Soledad Acosta de Samper at <http://soledadacosta.uniandes.edu.co/items/show/717>. 'The Mission of the Woman Writer in Spanish America', translated by Marie Louise Pratt. In Burke, Janet and Ted Humphrey. *Nineteenth-Century Nation Building and the Latin American Tradition*. Indianapolis/Cambridge: Hackett Publishing Company, 2007, pp. 268-274.
- Ball, R. and Marley, D. *The French-Speaking World: A Practical Introduction to Sociolinguistic Issues*. 2nd edition. London, Routledge 1997.
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- Bilbao, Francisco. 'Inicitaiva de la América: Idea de un Congreso Federal de las Repúblicas. In *Obras completas*, vol. 1. Buenos Aires: Imprenta de Buenos Aires, 1866, pp. 285-304. Available online at <http://www.filosofia.org/aut/002/fbb1285.htm>
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- Brubaker, Rogers, and Frederick Cooper. 'Beyond "Identity"', *Theory and Society* 29:1 (2000), 1-47.

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- Frey, Charles. 'Interpreting "Western Wind"', *ELH* 43:3 (1976) 259-278.
- Fry, Stephen. *The Ode Less Travelled. Unlocking the Poet Within*. London, Arrow Books 2007.
- Condé, Maryse. *Le Cœur à rire et à pleurer: contes vrais de mon enfance*. Paris, Robert Laffont 1999.
- Condé, Maryse. *Tales from the Heart: True Stories from My Childhood*. New York, Soho Press 2004.
- Gates, Henry Louis, Jr. (ed). *The Classic Slave Narratives*. New York, New American Library 1987.
- Gillett, Robert. "'Lieber in Gedanken reisen". Some Notes on the Back of a Camel'. *Austrian Studies* 12 (2004) 214-230.
- Hashamova, Yana. 'Resurrected Fathers and Resuscitated Sons: Homosocial Fantasies in The Return and Koktebel', in: Helena Goscilo and Yana Hashamova, eds. *Cinopaternality: Fathers and Sons in Soviet and Post-Soviet Film*. Bloomington, Indiana University Press 2010, 169- 90.
- Hazavanicis, Michel. *The Artist*. 2011.
- Heine, Heinrich. *Deutschland. A Winter's Tale*. Edited with a translation by T.J. Reed. London, Angel Books 1997.
- hooks, bell. 'Sexism and Misogyny. Who takes the Rap', *END ZMagazine* February 1994. http://s18.middlebury.edu/AMST0325A/hooks_Sexism%20and%20Misogynywho-takes-the-rap.pdf
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- Mar-Molinero, C. *The Spanish-Speaking World : A Practical Introduction to Sociolinguistic Issues*. London, Routledge 1997.
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- Monroe, James. 'The Monroe Doctrine: President Monroe's message at the Eighteenth Congress, December 2, 1823'. In *History Now*, The Gilder Lehrman Institute of American History. Available at <https://www.gilderlehrman.org/content/monroe-doctrine-1823>
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- Williams, Kimberlé Crenshaw. 'Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color'. In: Martha Albertson Fineman, Rixanne Mykitiuk, Eds. *The Public Nature of Private Violence*. New York: Routledge, 1994, p. 93-118. <https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>
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