

Degree	Type	Year
2504212 English Studies	OT	3
2504212 English Studies	OT	4

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

- A keen interest and enthusiasm for reading and debating literary works in English related to the representation of the major war and conflicts of the 20th and 21st centuries, focusing exclusively on literature written by women.
- Students are advised to have passed all first- and second-year subjects in the English Studies degree before taking this subject.
- The required level of English is C2, which requires students to understand what they read or hear without effort. They should be able to summarize information from other sources, both oral and written, develop arguments, and present them coherently. They should also be able to express themselves spontaneously, fluently, and precisely, and distinguish subtleties in all kinds of situations.

Objectives and Contextualisation

The 2024-2025 edition of "Anglophone Literature and War" will focus on the study of war literature written by women. Special attention will be paid to literary representation of women's experiences in conflicts. This course will examine the multifaceted roles women have played during the major wars and conflicts of the 20th and 21st centuries, both on the battlefield and the homefront. Additionally, we will explore the impact of war on women's lives, their contributions to literature, and their unique perspectives on conflict. We will also study the gender-specific impacts of war, particularly how conflicts have historically shifted traditional gender roles.

Specifically, the following topics will be addressed:

- Memory, Post-Memory and Commemoration
- Trauma
- Displacement and Exile:
- Gender Roles and Women's Empowerment
- War in the Domestic Space
- Silence and the unspeakable
- Ethical Challenges of Representing War
- Survival and Resilience
- Identity and Nationalism

Upon completing the course, students will be able to:

- Recognise the distinctive characteristics that define the war literature written by women.
- Demonstrate knowledge of the historical evolution of women's war literature throughout the 20th and 21st centuries.
- Make basic critical contributions to literary theory from an informed perspective, particularly in relation to women's contributions to war literature.
- Demonstrate understanding of the interaction between critical discourse and women's war literature, particularly highlighting the interconnection between the two.

Competences

English Studies

- Apply scientific ethical principles to information processing.
- Apply the methodology of analysis and critical concepts to analysing the literature, culture and history of English-speaking countries.
- Critically evaluate linguistic, literary and cultural production in English.
- Demonstrate skills to develop professionally in the fields of linguistic applications, teaching and literary and cultural management in English.
- Demonstrate skills to work autonomously and in teams to fulfil the planned objectives.
- Develop arguments applicable to the fields of literature, culture and linguistics and evaluate their academic relevance.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understand and produce written and spoken academic texts in English at advanced higher-proficient-user level (C2).
- Use current philological methodologies to interpret literary texts in English and their cultural and historical context.
- Use digital tools and specific documentary sources for the collection and organisation of information.
- Use written and spoken English for academic and professional purposes, related to the study of linguistics, the philosophy of language, history, English culture and literature.

Learning Outcomes

1. Analyse the contexts of application of literary and interpretative criticism in the different areas of literary and cultural production in English.
2. Demonstrate comprehension of specialist and non-specialist texts in English of high difficulty and interpret these critically.
3. Describe critically and in detail the set of stylistic and cultural elements that affect a literary text in English.
4. Express oneself in English orally and in writing in an academic register, using terminology appropriate to the study of the texts and contexts of English literature.
5. Identify the stylistic and cultural elements that make up the interpretation of different literary genres in English.
6. In an effective manner, organise the autonomous component to learning.
7. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
8. Locate specialised and academic information and select this according to its relevance.
9. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
10. Produce written and spoken academic texts at a higher-proficient-user level (C2) on the concepts and skills relevant to the study of English literary texts and contexts.
11. Understand and differentiate adequately between the concepts of literature and culture in English, as well as their mutual relations and interactions.
12. Understand and reflect on literature and culture in English, situating these in their contexts and historical circumstances.
13. Understand and reflect on the different critical and interpretative contexts of the teaching of literature in English.

14. Understand specialised academic texts on research into the texts and contexts of English literature.
15. Understanding and reflecting on relatively specialised authentic texts in English in various academic and professional fields.

Content

- UNIT 1: A Barrier of Indescribable Experience (The First World War): "The Mark on the Wall" (Virginia Woolf, 1921); "The Fly" (Katherine Mansfield, 1922); *The Return of the Soldier* (Rebecca West, 1918); "May, 1915" (Charlotte Mew); "Pluck" (Eva Dobell).
- UNIT 2: Battlegrounds of their Own (The Second World War): *The Dark Room*, Rachel Seiffert, 2001), "Miss Anstruther's Letters" (Rose Macaulay, 1942); "The Lottery" (Shirley Jackson, 1948).
- UNIT 3: Womanhood and Violence (The Troubles): *Milkman* (Anna Burns, 2018), "The War Horse" (Eavan Boland, 1996) and *Domestic Violence* (Eavan Boland, 2007).
- UNIT 4: Voices of Silence and Displacement (Iraq War) *You know when the Men are Gone*(Siobhan Fallon, 2011); *The Ungrateful Refugee* (Dina Nayeri,2019).

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class Debate	20	0.8	1, 3, 4, 7, 8, 6, 9, 10
Lectures	25	1	11, 14, 2, 13, 12, 15
Type: Supervised			
Writing tasks and activities assessed in class	15	0.6	1, 11, 14, 2, 3, 13, 12, 15, 4, 5, 7, 8, 6, 9, 10
Type: Autonomous			
Reading and study	65	2.6	1, 11, 14, 13, 12, 15, 5, 8, 6, 9

1 ECTS credit=25 hores

- 6 credits = 150 hores
- Guided activities (30%, 1.8 cr)
- Supevised activities (15%, 0.9 cr)
- Autonomous activities (50%, 3 cr)
- Assessment activities (5%, 0.3 cr)

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class participation	15%	16	0.64	1, 11, 14, 2, 3, 13, 12, 15, 4, 5, 7, 8, 6, 9, 10
Online Library Course	5%	5	0.2	1, 11, 14, 2, 15, 4, 7, 8, 6, 9, 10
Writing Tasks	80%	4	0.16	1, 11, 14, 2, 3, 13, 12, 15, 4, 5, 7, 8, 6, 9, 10

- Academic essay 1 = 40%
- Academic essay 2 = 40%
- Class Participation = 15%
- Library Course= 5%

Please, note:

The submission of any of the two papers invalidates the student to get a final mark of "No Avaluable".

The minimum pass mark for the whole subject is 5.

The student's command of English will be taken into account when marking the papers and for the final mark. It will count as 25% of this mark for all the exercises.

EXACT DATES FOR THE EVALUATION ACTIVITIES WILL BE CONFIRMED AT THE START OF THE COURSE THROUGH A COURSE CALENDAR PUBLISHED ON THE CLASS MOODLE.

1) Reviewing procedure:

- Students whose final average mark of the two academic essays is 3,5 to 4,9 (without counting the class participation mark and the library course) and who have completed Continuous Assessment may take re-assessment.
- If the final average mark of the two exercises is inferior to 3,5 or if the student has failed both exercises, they will miss the opportunity of reassessment and will be granted a Fail.
- The reassessment consists of a two-hour written exam on matters related to the subject. The exam is awarded a Pass/Fail mark and the maximum possible final mark is a 5.

Evaluation Activities Excluded from Reassessment: Class participation and Online Library Course.

2) THE PROCEDURE FOR SINGLE ASSESSMENT IS BASED IN:

2 academic essays to be done in a single in-class exam.

THE SAME REASSESSMENT METHOD AS CONTINUOUS ASSESSMENT WILL BE USED FOR THOSE WHO OPT FOR THE SINGLE-ASSESSMENT OPTION.

VERY IMPORTANT!

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place.

Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

Bibliography

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Software

No specific software will be used.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	English	second semester	morning-mixed
(TE) Theory	1	English	second semester	morning-mixed