

Academic year	2017-18
Subject	11154 - To be or not to be: an analysis of written expressions of identity from a c
Group	Group 1, 2S
Syllabus	B
Language	English

Subject

Name	11154 - To be or not to be: an analysis of written expressions of identity from a c
Credits	1 in-class (25 hours) 4 distance (100 hours) 5 total (125 hours).
Group	Group 1, 2S (Campus Extens)
Period	Second semester
Language	English

Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
José Igor Prieto Arranz jose-igor.prieto@uib.es	10:00	11:00	Tuesday	18/09/2017	31/01/2018	5, Beatriu de Pinós
	10:00	11:00	Wednesday	01/02/2018	31/05/2018	5, Beatriu de Pinós

Context

'To be or not to be. Analysing textual manifestations of identity from a cultural studies perspective' is an elective course within the Literary and Cultural Studies module of this Master's programme. Its contents clearly derive from, and provide further details on, some key aspects already presented in the compulsory course 11142 'Más allá del canon literario. Nuevas perspectivas en el estudio de la literatura y la cultura'. Likewise, the course will also cover concepts and issues dealt with in other elective courses such as 'The American Way(s) of Life. Cultures i Literatures dels EEUU al s. XXI', 'Gènere i Identitat en la Poesia d'Autoria Femenina Espanyola Contemporània', 'Identitats Diaspòriques en les Literatures Anglòfones Contemporànies', 'El Bildungsroman Femení en la Literatura Anglòfona Contem: Anàlisi Crítica', 'Entre la Llengua i la Cultura: Introducc. a la Pràctica de la Traducc. Liter', 'Globalització i Creació Cultural: Perspectives d'Estudi i Aplicacions' o 'Feminisme i Globalització: Lit., Cultura i Societat Àmbit Poscol. Anglòfon', among others.

Identity has indisputably become central to many disciplines within the humanities and social sciences, including literature, sociology, cultural, gender or postcolonial studies. This course will encourage students to critically reflect on identity creation processes as well as on the connection existing between such processes and the complex power structures which are part and parcel of current societies. With this aim in mind, influential theories (Foucault, Bhabha, Hall) will be presented so as to account for both the phenomenon under study and its impact on the 'imagined communities' resulting from identity discourses.

The course will provide an overview of some of the potentially relevant variables around which identity is constructed, although special emphasis will be placed on the concept of the 'nation'. More specifically, the course will focus on textual representations of the nation and analyse how such texts disseminate or challenge national identity discourses. On this particular occasion, the texts to be considered are all examples of British



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historical fiction (theatre and novels) set in the Tudor period (which is itself key to England's definition as a nation) and offering different takes on largely the same historical characters and events.

Requirements

Recommended

Students taking this course need not meet any compulsory requirements. They are advised, however, to take the compulsory course 11142 'Más allá del canon literario. Nuevas perspectivas en el estudio de la literatura y la cultura' prior to signing up for this course.

Note should be taken that **this course will be entirely taught in English**, which will also be the language of the different texts to be analysed, as well as of the most part of the bibliography. **Students are therefore required to have good reading and listening comprehension skills in English.**

Skills

Specific

- * * 12. Capacity to provide philological research with methodological resources resulting from disciplines other than linguistics or literary studies, so as to complement and enrich interpretations grounded in the latter..
- * * 13. Capacity to design specialised materials and tools enabling innovative research and dissemination in philological disciplines..
- * * 14. Capacity to diagnose and assess textual and discursive strategies linguistically and culturally used to reinforce or subvert identity discourses..
- * * 16. Capacity to create social and cultural intervention models in the disciplines and fields of action pertaining to this Master's programme..

Generic

- * * 2. Mastering of the methodologies required for the interdisciplinary analysis of literary, cultural or linguistic phenomena..

Transversal

- * * The basic skills to be acquired by Master's graduates can be checked at http://estudis.uib.cat/es/master/comp_basiques/.

Basic

- * You may consult the basic competencies students will have to achieve by the end of the Master's degree at the following address: http://estudis.uib.cat/master/comp_basiques/

Content



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Theme content

- Theoretical approaches to identity: from Foucault to Hall. Aproximacions teòriques a la identitat: de Foucault a Hall
2. Identity variables: national identity. Variables identitàries: la identitat nacional
 3. The Tudor period: a short history. L'era Tudor: una història abreujada
 4. National identity in the UK: Englishness vs Britishness. Introducció a la identitat nacional al Regne Unit: anglesitat vs britanitat
 5. Historical fiction and national identity. Ficció històrica i identitat nacional
 6. Case studies. Estudis de cas
 - 6.1. *A Man for All Seasons* (Robert Bolt, 1960)
 - 6.2. *The Other Boleyn Girl* (Philippa Gregory, 2001)
 - 6.3. *Wolf Hall* (Hilary Mantel, 2009)

Teaching methodology

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	Presentation of key aspects and concepts. All lectures will be based on PowerPoint presentations freely available from Campus Extens.	6
Seminars and workshops		Medium group (M)	Seminars and workshops will require the student to apply the theory learnt in lectures to the literary works under analysis. Reading assignments will apply.	9
ECTS tutorials		Medium group (M)	Presentation of both the course and the teaching methodology. Guidelines relating to the final project.	3
Assessment		Large group (G)	Multiple-choice test covering the course's main theoretical issues.	1
Other		Large group (G)	Students will present their final projects in front of the lecturer and fellow classmates in the last session of the course. Presentations should clearly present the topic to be discussed, referring to the following aspects: aims, theoretical background, methodology, preliminary results, tentative conclusions and main bibliography.	6

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.



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Distance education work activities

Modality	Name	Description	Hours
Individual self-study		Hilary Mantel's <i>Wolf Hall</i> will be compulsory reading in this course. Students will write a final project analysing a particular aspect of this complex novel.	100

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

It should be noted that plagiarism will always be penalised, in accordance with the UIB's current academic regulations, reproduced below:

Article 33 Reglament Acadèmic. Frau

1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

- En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

If a student fails to show up on the date and at the time established by the lecturer for any exam or assessment activity, they will receive a 0 (zero) grade for this activity. Should the student fail to both take the exam and submit their final project, their grade will be 'No Presentat'.

Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' Reglament Acadèmic, namely:

- When the time between the end of one exam and the start of another is under 3 hours;
- Hospitalisation; death of a close relative; compulsory public duties; sports competitions in the case of high-performance athletes.

(3) In the specific case of incoming or outgoing exchange students, when there is conflict between the UIB's assessment calendar and the student's home or host institution (evidence of which must be duly provided).

Assessment dates will be duly announced on the course's official chronogram and Campus Extens site.

Students will not be allowed into the classroom once the exam/ practical session has already started.

Mobile phones and other electronic devices are NOT allowed in the classroom. Laptops or tablets are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/ practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the Internet for pedagogical purposes).



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Theory classes

Modality	Theory classes
Technique	Attitude scales (non-retrievable)
Description	Presentation of key aspects and concepts. All lectures will be based on PowerPoint presentations freely available from Campus Extens.
Assessment criteria	Assessment criteria: (1) whether the student participates when requested to do so; (2) whether the student participates spontaneously; (3) whether his/her contributions show interest; (4) whether such contributions can be taken as evidence of having completed compulsory reading assignments; (5) whether such contributions can be taken as evidence of complementary reading on the part of the student; and (6) whether the student's contributions somehow enrich class discussions.

Final grade percentage: 15% for the training plan A

Final grade percentage: 0% for the training plan B

Seminars and workshops

Modality	Seminars and workshops
Technique	Attitude scales (non-retrievable)
Description	Seminars and workshops will require the student to apply the theory learnt in lectures to the literary works under analysis. Reading assignments will apply.
Assessment criteria	Assessment criteria: (1) whether the student participates when requested to do so; (2) whether the student participates spontaneously; (3) whether his/her contributions show interest; (4) whether such contributions can be taken as evidence of having completed compulsory reading assignments; (5) whether such contributions can be taken as evidence of complementary reading on the part of the student; and (6) whether the student's contributions somehow enrich class discussions.

Final grade percentage: 15% for the training plan A

Final grade percentage: 0% for the training plan B

Assessment

Modality	Assessment
Technique	Objective tests (retrievable)
Description	Multiple-choice test covering the course's main theoretical issues.
Assessment criteria	The test will feature questions covering the contents of the materials handed to the students. Marks will be lost through every three wrong answers.

Final grade percentage: 30% for the training plan A

Final grade percentage: 50% for the training plan B



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Other

Modality	Other
Technique	Oral tests (non-retrievable)
Description	Students will present their final projects in front of the lecturer and fellow classmates in the last session of the course. Presentations should clearly present the topic to be discussed, referring to the following aspects: aims, theoretical background, methodology, preliminary results, tentative conclusions and main bibliography.
Assessment criteria	Students will present their final projects in front of the lecturer and fellow classmates in the last session of the course. Presentations should clearly present the topic to be discussed, referring to the following aspects: aims, theoretical background, methodology, preliminary results, tentative conclusions and main bibliography.

Final grade percentage: 20% for the training plan A

Final grade percentage: 0% for the training plan B

Individual self-study

Modality	Individual self-study
Technique	Papers and projects (retrievable)
Description	Hilary Mantel's Wolf Hall will be compulsory reading in this course. Students will write a final project analysing a particular aspect of this complex novel.
Assessment criteria	Hilary Mantel's Wolf Hall will be compulsory reading in this course. Students will write a final project analysing a particular aspect of this complex novel. This topic will have been previously agreed upon by both the lecturer and the student.

All papers will meet the following formal requirements:

- Manuscripts should comprise between 5,000 and 7,500 words (including references and appendixes, if necessary).
- Margins: 2,5 cms on all sides
- Font type:
 - Times New Roman 14 in headings.
 - Times New Roman 12 in texts, quotes and Works Cited.
 - Times New Roman 10 in tables, figures and footnotes.
- Spacing: 1,5 justified.
- First line indent (except at the beginning of a section or subsection).
- Italics should only be used to indicate emphasis or to signal a foreign loan.
- Boldface should only be used in headings and subheadings.
- Footnotes should be kept to a bare minimum.
- Pager numbers should be added to the footer of each page.

- Citation style: use the Chicago Manual of Style (Author-Date version). http://www.chicagomanualofstyle.org/tools_citationguide.html

Final grade percentage: 20% for the training plan A

Final grade percentage: 50% for the training plan B

Resources, bibliography and additional documentation

Compulsory reading materials (a selection of critical theory texts and excerpts from the literary works to be analysed in class) will be made available through Campus Extens.

Additionally, students will need to read the following novel:

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Mantel, Hilary 2009: *Wolf Hall*. London: Fourth Estate.

Basic bibliography

- Bantly, Susan C. 2017: *The Historical Novel, Transnationalism, and the Postmodern Era*. Presenting the Past. London: Routledge.
- Boccardi, Mariadele 2009: *The Contemporary British Historical Novel. Representation, Nation, Empire*. Houndmills: Palgrave Macmillan.
- De Groot, Jerome 2010: *The Historical Novel*. London and New York: Routledge.
- Southgate, Beverley 2009: *History Meets Fiction*. Harlow: Longman.
- Wallace, Diana 2004: *The Woman's Historical Novel. British Women Writers, 1900-2000*. Houndmills: Palgrave Macmillan.

Complementary bibliography

- Ackroyd, Peter 2003 [1998]: *Tomás Moro*. Barcelona: Edhasa.
- Anderson, Benedict 2006: *Imagined Communities. Reflections on the Origin and Spread of Nationalism* (rev. ed.). London: Verso.
- Beckingsale, B. W. 1978: *Thomas Cromwell. Tudor Minister*. London: Macmillan.
- Cannadine, David ed. 2004: *History and the Media*. Houndmills and New York: Palgrave MacMillan.
- Carnevali, Francesca and Strange, Julie-Marie eds. 2007: *20th Century Britain. Economic, Cultural and Social Change* (2nd edition). Harlow: Pearson Education Limited.
- Chapman, James 2005: *Past and Present. National Identity and the British Historical Film*. London and New York, IB Tauris.
- Childs, Peter and Storry, Michael eds. 1999: *Encyclopaedia of Contemporary British Culture*. London: Routledge.
- Christopher, David P. 2006: *British Culture. An Introduction*. London: Routledge.
- Coby, J. Patrick 2009: *Thomas Cromwell. Machiavellian Statecraft and the English Reformation*. Lanham: Lexington Books.
- Cunliffe, Barry; Bartlett, Robert; Morrill, John; Briggs, Asa and Bourke, Joana eds. 2004: *The Penguin Illustrated History of Britain and Ireland. From Earliest Times to the Present Day*. London: Penguin.
- Delumeau, Jean 1985 [1973]: *La reforma*. Barcelona: Labor.
- Doran, Susan and Freeman, Thomas S. eds. 2009: *Tudors and Stuarts on Film*. London: Palgrave.
- Gilbert, Martin 2007: *The Routledge Atlas of British History*. London: Routledge.
- Foucault, M. 1984 [1969]: *L'Archéologie du savoir*. Paris: Gallimard.
- Fox, Kate 2004: *Watching the English. The Hidden Rules of English Behaviour*. London: Hodder.
- Hall, S. 1991: Old and new identities, old and new ethnicities. Ed. A. D. King. *Culture, Globalization and the World System. Contemporary Conditions for the Representation of Identity*, 41-68. Basingtoke, London and New York: State University of New York at Binghampton.
- Hobsbawm, Eric and Ranger, Terence eds. 1983: *The Invention of Tradition*. Cambridge: CUP.
- Kaiser, David Aram 2004: *Romanticism, Aesthetics, and Nationalism*. Cambridge: CUP.
- Kearney, Hugh [Pardos, Julio A. Trans.] 1999: *Las Islas Británicas. Historia de cuatro naciones*. Madrid: CUP.
- Kumar, Krishan 2003: *The Making of English National Identity*. Cambridge: CUP.
- Langlands, Rebecca 1999: Britishness or Englishness? The historical problem of national identity in Britain. *Nations and Nationalism* 5(1): 53-69.
- Lukács, Georg 1971 [1955]: *La novela histórica*. Mexico: Ediciones Era.
- Morgan, Kenneth O. ed. 1993 [1984]: *The Oxford Illustrated History of Britain*. Oxford, OUP.
- Oakland, John 2016: *British Civilization. An Introduction* (8th edition). London: Routledge.
- Pérez Martín, María Jesús 2008: *María Tudor*. Madrid: RIALP.
- Smith, Anthony D. 1991: *National Identity*. London: Penguin.
- Storry, Mike and Childs, Peter 2002: *British Cultural Identities*. London and New York: Routledge.



Syllabus

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Vermeulen, Timotheus and Akker, Robin van den 2010: Notes on metamodernism. *Journal of Aesthetics and Culture* 2(1).

Vermeulen, Timotheus and Akker, Robin van den 2015: Utopia, sort of: A case study in metamodernism. *Studia Neophilologica* 87(1): 55-67.

Weir, Alison 1998: *The Life of Elizabeth I*. New York: Ballantine Books.

Weir, Alison 2003: *Enrique VIII*. Barcelona: Ariel.

White, Hayden 1988: Historiography and historiophoty. *The American Historical Review* 93(5): 1193-1199.

White, Hayden 2005: Introduction: Historical fiction, fictional history, and historical reality. *Rethinking History* 9(2-3): 147-157.

White, Hayden 2008: The historical imaginary and the politics of history. Eds. J. Rubén Valdés Miyares and Carla Rodríguez González. *Culture and Power: The Plots of History in Performance*, 55-68. Newcastle upon Tyne: Cambridge Scholars Publishing.

