



## Teaching Guide

Identifying Data					2013/14
Subject (*)	Literatura Norteamericana nos seus Textos	Code	613G03047		
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Fourth	Optativa	4.5	
Language	English				
Prerequisites					
Department	Filoloxía Inglesa				
Coordinador	Frias Rudolphi, Maria	E-mail	maria.frias@udc.es		
Lecturers	Frias Rudolphi, Maria Nuñez Ponte, Carolina	E-mail	maria.frias@udc.es c.nunez@udc.es		
Web					
General description	This course is designed to provide student with a historic and literary overview of African American writing in US., as well as a critical study of various genres such as vernacular tradition (Black English), short story, drama, and the novel. Beginning with slave narratives, we will analyze outstanding works from the Harlem Renaissance, the School of Protest, the Black Aesthetics Movement, and we will also pause to look at contemporary black women writers. We will read texts which are concerned with race, sex, and politics to see to what extent they are central in a larger cultural and historical mainstream context. Basically, the aim of this course is to provide students with knowledge of the literary roots of African American writing so that they may better contextualize more recent and popular works.				

## Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A14	Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.
A16	Ter un coñecemento avanzado das literaturas en lingua inglesa.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
A18	Dominar a gramática da lingua inglesa.
A19	Coñecer a situación sociolingüística da lingua inglesa.
A20	Coñecer a variación lingüística da lingua inglesa.
A21	Coñecer a evolución histórica externa e interna da lingua inglesa.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
B9	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.



C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Subject competencies (Learning outcomes)	Study programme competences		
To familiarize themselves with some of the most relevant authors and their corresponding texts.	A1		
To be able to read critically.	A6		
To be able to identify specific gender and race issues within the texts required.			
To know how to relate mainstream American literary discourse and recurrent topics with those which are particular of African American writers in general.	A11 A14 A16 A17 A19 A20 A21	B1 B2 B3 B4 B5 B6 B7 B8 B9	C2 C3 C4 C6 C7 C8
To identify recurrent themes and/or literary discourses among the African American writers analyzed, and formulate their own conclusions.	A2		
Use the appropriate bibliography (books, chapters of books, or literary magazines), as well as do some reserch via internet facilities		B1	
Be fluent in English (C2). When students do written tests or exercises they should concentrate to make good use of English grammar. Written texts/exercises should be well organized, coherent, and readable.	A6 A18		
To be able to compare and contrast texts written by different authors which deal with totally different issues. Students are taught how to point at main differences or similarities throughtout de semester. Their aim is to read in between the lines to highlight most relevant information, and check whether it can be compared and/or contrasted. This method implies a lot of practice doing &quot;close readings&quot;.		B5	
Be able to work in groups, organize the time allotted, set priorities, and make good use of team work.		B6	
Literature is about life. Students should be able to show a keen interest and an understanding of race and gender issues in our own community as well as worldwide. They should bring to class any particular topic, related to subject, and that might be of interest to the whole class (media news, a concert, a film, police brutality, racist misbehaviour in sports, etc)			C7
African Americans were brought by force to the Americas (and Europe) to work as slaves. This subject teaches students to respect the Other--no matter what kind of otherness that particular person represents. The knowledge of the socio historical background--racist, discriminatory, and terribly violent--should make the students (us all) better understand the differences within a given community, and respect them--whether one agrees or not.			C4

Contents	
Topic	Sub-topic
The Literature of Slavery and Freedom	On Slave Narratives, and &quot;The Land of Milk and Honey&quot;
The Harlem Renaissance.	When Harlem Was in Vogue (1919-1940)
Realism, Naturalism, Modernism.	The Protest Novel.
The Black Arts Movement.	The Sixties, Civil Rights Movement, and &quot;Black is Beautiful&quot;
African American Drama.	On Dreams Deferred: From Lorraine Hansberry to August Wilson
African American Women's Literature since 1970.	Black Women Writers: From Mammies to Militants.



Planning			
Methodologies / tests	Ordinary class hours	Student?s personal work hours	Total hours
Workbook	0	25	25
Oral presentation	1	11	12
Short answer questions	2.5	0	2.5
Guest lecture / keynote speech	16	16	32
Long answer / essay questions	5	25	30
Workshop	5	2	7
Introductory activities	2	1	3
Personalized attention	1	0	1

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Workbook	<p>Required readings are chosen chronologically to better understand the social context, as well as the role African American Literature plays in mainstream American Literary discourse.</p> <p>Thanks to the detailed syllabus, students will know ahead of time the readings assigned for each class.</p> <p>Students are expected to read carefully and critically, and come to their own conclusions. They are also expected to come to class with the required reading assigned done.</p> <p>Instructor would provide a brief introduction which includes critical reception, formal and themes issues, and would point at more relevant aspects so students might be informed before actually starting their own reading of the material.</p>
Oral presentation	<p>Class presentation is team work. Format required is power point presentation.</p> <p>Students choose topic to talk about from the list provided by instructor of works and texts we are NOT going to deal with in class. Students should inform the instructor about the author/work of their choice. Students need to include the following: brief plot summary; critical reception (two reviews: one positive; one negative); an interview with writer (when and if possible); an article from a literary magazine or chapter of book, and any other visual material they think relevant (clips from film adaptations; clips from documentaries; articles from media, etc).</p> <p>Team is made of 3 students (4 max.)</p>
Short answer questions	<p>This is an "identify-quizz type" test.</p> <p>Students are expected to provide brief and to the point responses.</p> <p>From a list, students should identify an item, a recurrent expression, a metaphor, a proper name, a setting or a particular statement from the required readings. The idea is to go from the very particular to the more general.</p> <p>Students should comment on the reasons why they think that particular word or words are relevant to the whole text.</p>
Guest lecture / keynote speech	<p>This is NOT the traditional one-way boring lecture someone might expect. The purpose of this lecture is to familiarize students with the new required text and author, point out at main issues dealt with, comment on critical reception, and ask them to pay particular attention to certain passages, characters' reactions or narrative discoure used.</p> <p>Lecture always goes two ways. Students are more than welcome to interrupt and ask questions, or make comments. This lecture-type methodology is, in fact, more a dialogue between students and lecturer where student are NOT the "empty glass", and the instructor is NOT the "full jar".</p>
Long answer / essay questions	<p>At this stage in their academic studies, students should be able to write well organized, original, and critical essays. This is NOT a class where you have to memorize dates and names. On the contrary, you are expected to read critically and write with a thesis statement in mind.</p> <p>Students, thus, are required to write a comparative essay about topics chosen by the instructor.</p> <p>You are given several options (up to four), to write about formal aspects of the text or about recurrent themes or characterization. The use of evidence from the texts are a must, and this is the reason why students are allowed to use the books for this in-class test.</p> <p>Before the long comparative essay, students will have the opportunity to work on and write a short essay (four to five pages long). This is a take-home assignment.</p>



Workshop	<p>A work-shop on close reading always helps students to learn how to read creatively and critically.</p> <p>Following our methodology (from the more specific to the more general), students are provided a selection of quotations from the text we are reading in class. With the help of the instructor, first, we point out at the most basic literary aspects. We focus on narrative voice, point of view, language used, tone and style, or characterization and setting. We always try to find a response for the question: Do you think this quote is relevant to the whole text? Why? Why not?</p>
Introductory activities	<p>The first week in class students will be given specific information about what is expected from them, the different tasks used in class, and how to help them better organize their time when preparing for reading quizzes, short essay, comparative essay or class presentations.</p> <p>It is also important to know what you expect from a subject--African American Literature--which is not usually included in the syllabus of Spanish Universities.</p> <p>I would recommend students to be alert to any news in the media, a film, a concert, or a lecture related to this subject, and I would encourage them to share that information with the class.</p>

**Personalized attention**

Methodologies	Description
<p>Oral presentation</p> <p>Guest lecture / keynote speech</p> <p>Long answer / essay questions</p> <p>Workshop</p>	<p>Lecturas /Required readings. For students who still have serious problems with the use of English, I will recommend them how to approach the texts. I might prepare a set of short questions to help them organize reading and understanding step by step.</p> <p>Presentación oral/Oral presentations are, in general, a tough task for most students. The idea is to check who in the group has more language problems, and suggest different ways to contribute to the group presentation. We could also suggest a work in pairs for those students who are behind in the grasp of the language.</p> <p>Proba de ensaio/Comparative Essay. This is a crucial test for this subject. It is a written text where students have to organize their own ideas about a topic and provide evidence from texts. Some students lack critical abilities, tend to be descriptive and prot-oriented. In preparation for the long comparative essay, instructor would ask them to work on a take-home short essay. This would make them be prepared for the more in-depth and challenging comparative essay.</p> <p>Obradoiro/"Work-shop" on quotations from text required. Some students find very hard to read critically and come up with their own ideas from a given text. Although this activity is class oriented, emphasis and protagonism is given to students who tend to keep silent when asked for an interpretation of a few lines from a text. Through pointing out at the particular aspects that are relevant, and need to be analyzed, students get the grasp of what a "close reading" means at the same time they develop their own ideas from the given text. If time allowed, we tend to work in small groups (max. 4 students) where students are given a list of quotations, and the group is assigned a particular quote to fully analyze. After fifteen minutes (aprox.) each group provide their own interpretation, although not always agree with each other--which is a plus. They have to provide evidence from the text.</p>

**Assessment**

Methodologies	Description	Qualification
---------------	-------------	---------------



Oral presentation	<p>Students would work in groups (up to 4 students max.), and present a topic to the class.</p> <p>From a list provided by the instructor, students choose one particular author and text which is NOT included in the required readings list.</p> <p>This is a power point presentation. They are required to provide, at least, the following information: brief plot summary; critical reception of work (minimum of a positive and a negative review); an interview with the author (if and when possible); information from a chapter of a book; they can also include some visual material such as a clip from the film adaptation, a clip from a documentary, or news from the media).For the presentation students are encouraged to use some cards with notes, make sure it is cohesive and well organized, and pay special attention to their communicative skills.</p>	30
Short answer questions	<p>This is the "Identify-Quiz" test.</p> <p>Students are provided with a list which include some of the following: items, metaphores, recurrent expressions, brands, intertextual information, proper names, settings, etc.</p> <p>Students should identify author and text, and comment on the particular word/words given.</p> <p>They would comment on the reasons why they are relevant to the whole text. Why? Why not?</p> <p>Responses are open, but students should use evidence from text.</p> <p>"Identify-Quiz" is based on information from required readings.</p>	10
Long answer / essay questions	<p>This is supposed to be the most relevant test because it covers a wide range of tasks. Students should show they have a good grasp of English. They have to express their ideas clearly and coherently.</p> <p>Since this is a comparative essay, students have to choose from several options, and provide a well organized essay, where they make clear their points at the same time they support their ideas with evidence (quotations) from the text. Essay needs and introduction, a body and a conclusion. This is NOT a descriptive task, and I am not expecting to read your class notes, but learn from your personal and creative reading of the texts/themes required. Essay is based on information from required readings.</p> <p>Previous to the comparative essay, students are also required to write a take-home short essay on a selection of texts and authors.</p>	40
Workshop	<p>Obradoiro/Quotation Test.</p> <p>Based on the experience gained through the "Quotation Workshop", students are prepared to pass an in-class test where they are asked to focus on ONE particular quotation and provide not only a close reading but also to identify author, and work, narrator, protagonist tone and style.</p> <p>This is NOT a descriptive question, but a question where the student is supposed to read critically. Quotations are selected from the required readings.</p> <p>Students are provided several choices (up to four).</p> <p>It time allows we are planning to have TWO QT (2x10=20)</p>	20

Assessment comments





<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Gadsby, Meredith. (2006). Sucking salt : Caribbean women writers, migration, and surviva. Columbia : University of Missouri P.</li> <li>- Frias, María (1998). &amp;quot;Marriage Doesn't Make Love&amp;quot;; El discurso del matrimonio en la obra de Zora Neale Hurston. Alcalá: Universidad de Alcalá</li> <li>- Eastwood, Clint (dir.) (2001). Bird. Madrid: Warner Bross</li> <li>- Naylor, Gloria (2004). Conversations with Gloria Naylor . Jackson : University Press of Mississippi</li> <li>- King, Lovalerie (2008). he Cambridge introduction to Zora Neale Hursto. New York: Cambridge UP</li> <li>- Sirk, Douglass (dir.) (2005). Imitation of life. Universal City, Calif. : Universal Studios Home Video.</li> <li>- Fleischner, Jennifer. (1996). Mastering slavery : memory, family, and identity in women's slave narratives. New York: New York UP</li> <li>- Fraile, Ana (1996). ora Neale Hurston y su aportación a la literatura afroamericana [Recurso electrónico]. Salamanca: Universidad P.</li> <li>- (2010). Precious. Madrid: Warner Bross</li> <li>- Sapphire (2010). Push.</li> <li>- Amian, Katrin. (2008). Rethinking postmodernism(s) : Charles S. Peirce and the pragmatist negotiations of Thomas Pynchon, Toni Morrison, and Jonathan Safran Foer . Amsterdam ; New York : Rodopi</li> <li>- Conner, Marc C. (2000). The aesthetics of Toni Morrison speaking the unspeakable. Jackson: UP of Miss.,</li> <li>- Coppola, Francis (dir.) (1984). The Cotton Club . [USA] : Zoetrope Studios</li> <li>- Denard, Carolyn C. (ed). (2008). Toni Morrison : conversations. Jackson: UP of Miss.,</li> </ul>
----------------------	--

### Recommendations

#### Subjects that it is recommended to have taken before

Traballo Fin de Grao/613G03041

#### Subjects that are recommended to be taken simultaneously

A Literatura Inglesa e a súa Crítica/613G03032

Literatura Inglesa (Séculos XVIII e XIX/613G03036

#### Subjects that continue the syllabus

Literatura Norteamericana 1/613G03024

Literatura Poscolonial/613G03026

Cuestións de Lingua Inglesa/613G03031

A Literatura Inglesa e a súa Crítica/613G03032

Literatura Norteamericana 2/613G03035

Variedades do Inglés/613G03042

Literatura e Artes Visuais/613G03044

#### Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.