



Teaching Guide				
Identifying Data				2015/16
Subject (*)	Literatura Norteamericana 1	Code	613G03024	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatoria	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Liste Noya, Jose	E-mail	jose.listen@udc.es	
Lecturers	Liste Noya, Jose	E-mail	jose.listen@udc.es	
Web				
General description	An introductory review and study of selected authors and texts that can be considered representative of the literature of the United States from its colonial origins until the American Civil War.			

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.
A3	Coñecer as correntes teóricas da lingüística e da ciencia literaria.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A14	Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
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.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
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.
B10	Comportarse con ética e responsabilidade social como cidadán/a e profesional.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
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.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes	
Learning outcomes	Study programme competences



	A1 A2 A6 A10 A14 A15 A16 A18	B1 B3 B4 B5 B6 B7 B8 B10	C2 C4 C7
	A1 A2 A3 A6 A15 A16 A17 A18	B3 B5 B7 B8	C2
	A1 A2 A3 A6 A15 A16 A17 A18 A19	B3 B4 B5 B7 B8 B10	C2
Special attention will be paid for evaluation purposes to the student's ability to read closely and analyse critically, creatively and in an informed manner the set readings. Emphasis is placed on the development of one's writing skills through the articulation of personal and coherent responses to one's reading.	A1 A2 A6 A9 A10 A15 A16 A18	B1 B5 B7	C2

Contents	
Topic	Sub-topic



<p>1. The Literature of the Colonial and Republican periods: 1620-1820</p> <p>Early American Literature 1620-1820.</p> <p>1.1. Encountering (in) the New World</p> <p>John Smith, from The General History of Virginia, New England, and the Summer Isles. William Bradford, from Of Plymouth Plantation.</p> <p>1.2. Puritans and Native-Americans: Inhabiting America</p> <p>Anne Bradstreet, "The Prologue", "The Author to Her Book", "Before the Birth of One of Her Children", "In Memory of My Dear Grandchild Elizabeth Bradstreet", "Here Follows Some Verses upon the Burning of Our House". Edward Taylor, "Prologue (from Preparatory Meditations)", "Upon Wedlock, and Death of Children", "A Fig for Thee, Oh! Death". Mary Rowlandson, A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson.</p> <p>1.3. Becoming American</p> <p>Benjamin Franklin, The Autobiography (Parts One &amp; Two). J. Hector St. Jean de Crèvecoeur, selections from Letters from an American Farmer (Letter III: What Is an American, Letter XII: Distresses of a Frontier Man) Thomas Jefferson, "The Declaration of Independence". Washington Irving, "Rip Van Winkle".</p>	<p>1.1. Encountering (in) the New World 1.2. Inhabiting "America": colonials and native-americans 1.3. Becoming "American";</p>
<p>2. The American "Renaissance": 1820-1865</p> <p>Ralph Waldo Emerson, "The American Scholar". Henry David Thoreau, selections from Walden (chapters 2:"Where I Lived and What I Lived For"; 11: "Higher Laws"; 17: "Spring"; 18: "Conclusion"). Edgar Allan Poe, "The Fall of the House of Usher", "The Cask of Amontillado", "The Purloined Letter". Nathaniel Hawthorne, The Scarlet Letter. Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself. Herman Melville, "Bartleby the Scrivener". Walt Whitman, selected poems: "Song of Myself"; Emily Dickinson, selected poems: n°s 39, 112, 122, 194, 260, 339, 340, 347, 372, 409, 479, 519, 591, 598, 620, 764, 788, 1263, 1668.</p>	<p>2.1. Identity and nation 2.2. The captive self 2.3. The captivated self</p>



Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Case study	A1 A2 A6 A9 A10 A15 A18 B3 B4 B5 B6 B7 B8 C2	10	17	27
Workbook	A1 A2 A6 A10 A18 B3 C4 C7	0	34	34
Document analysis	A1 A2 A3 A6 A9 A10 A14 A15 A16 A17 A18 A19	10	20	30
Supervised projects	A1 A2 A6 A9 A10 A14 A15 B1 B3 B4 C2	0	18	18
Collaborative learning	B4 B5 B6 B8 B10 C4 C7	0	10	10
Directed discussion	A6 A10 B4 B5 B7 B8 B10 C2 C4	15	9	24
Personalized attention		7	0	7

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

Methodologies	
Methodologies	Description
Case study	Critical reading and analysis of primary texts in class and at home.
Workbook	Reading and analysis by students of primary texts and selected critical bibliography.
Document analysis	Critical analysis of primary texts and brief exploration of bibliographical resources.
Supervised projects	Writing of essays in English in response to reading of primary texts, developing an original argument and analysis on set topics.
Collaborative learning	In-class discussion and comparison of different approaches to primary texts.
Directed discussion	Teacher-guided discussion and debate of primary texts and their problems; class activities of various types that test student's comprehension of set texts and their discussion.

Personalized attention	
Methodologies	Description
Collaborative learning	1. Supervision of all written work. Required revisions if necessary.
Supervised projects	2. Incitement to required participation in class. 3. Co-ordination of voluntary group or individual presentations.

Assessment			
Methodologies	Competencies	Description	Qualification



Supervised projects	A1 A2 A6 A9 A10 A14 A15 B1 B3 B4 C2	<p>Two essays requiring an original and critical analysis of selected texts. Essay topic will be chosen either from a set list of questions or in consultation with me. If necessary, the student will be asked to revise his/her essay in order to improve his/her mark. The first essay (500-750 words) will be worth 15% of your final grade, while the 2nd essay (1250-1500 words) will be worth 30%. They must be handed in at set times to be announced during the course.</p> <p>One take-home exam to be returned the same day it is handed out, halfway through the course. It will consist of an essay question. This exercise is worth 20% of your final mark.</p> <p>Depth and originality of analysis, as well as consistency and coherence of argumentation, are required. An appropriate level of English is essential. No work will be accepted after the set hand-in date which will be the last day of class.</p>	65
Document analysis	A1 A2 A3 A6 A9 A10 A14 A15 A16 A17 A18 A19	<p>A final exam covering all course work. This will be 25% of your final grade. The exam consists of two short essay questions in which students will be required to analyze selected primary texts on the basis of set topics. Close reading of the texts is essential.</p>	25
Directed discussion	A6 A10 B4 B5 B7 B8 B10 C2 C4	<p>Class participation in discussion of texts with short written exercises in response to set readings, both primary and secondary. Short class activities of this sort will be set virtually every week. All exercises and activities will be graded and will form part cumulatively of the 10% awarded in total for this part of your course work. Voluntary oral presentations will be included within this percentage as an improvement of your final marks.</p>	10

#### Assessment comments

All evaluated work must score at least 4/10. You must do at least 50% of the work required to be eligible for a final grade. You will be considered as eligible for grading if you have done at least 50% of the required work. If you fail to pass either the final exam, the take-home exam or your essays, these parts must be repeated in the July exam period. Your final grade will be made up in equal parts of the essays (50%: 20% + 30%), the take-home essay/exam (25%) and the final exam (25%). Students with special leave must hand in and pass all written work (2 essays, take-home exam and final exam). Your final grade will be awarded on the basis of the same percentages as during the July exam period.

#### Sources of information



<p><b>Basic</b></p>	<p>- Nina Baym, gen. ed. (2012). The Norton Anthology of American Literature, Volume A (1700-1820) &amp; Volume B (1820-1865). New York: Norton</p> <p>Seleccións de lectura primaria da antoloxía Norton: Early American Literature 1620-1820. 1.1. Encountering (in) the New World John Smith, from The General History of Virginia, New England, and the Summer Isles. William Bradford, from Of Plymouth Plantation. 1.2. Colonials and Native-Americans: Inhabiting America Anne Bradstreet, ?The Author to Her Book?, ?Before the Birth of One of Her Children?, ?In Memory of My Dear Grandchild Elizabeth Bradstreet?, ?Here Follows Some Verses upon the Burning of Our House?. Edward Taylor, ?Upon Wedlock, and Death of Children?, ?A Fig for Thee, Oh! Death?. Mary Rowlandson, A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson. 1.3. Becoming American Benjamin Franklin, The Autobiography (Parts One &amp; Two). J. Hector St. Jean de Crèvecoeur, Letters from an American Farmer (selections from Letters III, IX, XII) Thomas Jefferson, ?The Declaration of Independence?. Washington Irving, ?Rip Van Winkle?. 2. American Literature 1820-1865: American (Re)naissance. 2.1. Self-making and nation-making Ralph Waldo Emerson, ?The American Scholar?. Henry David Thoreau, selections from Walden (chapters 2, 11, 17, 18) 2.2. The captive self Edgar Allan Poe, ?The Fall of the House of Usher?, ?The Cask of Amontillado?. Nathaniel Hawthorne, The Scarlet Letter. Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself. Herman Melville, ?Bartleby the Scrivener?. 2.3. The captivated self Walt Whitman, "Song of Myself". Emily Dickinson, selected poems: nº 39, 112, 122, 194, 260, 339, 340, 347, 372, 409, 479, 519, 591, 598, 620, 764, 788, 1263, 1668.</p>
<p><b>Complementary</b></p>	

<b>Recommendations</b>	
<b>Subjects that it is recommended to have taken before</b>	
<b>Subjects that are recommended to be taken simultaneously</b>	
<b>Subjects that continue the syllabus</b>	
Literatura Norteamericana 2/613G03035	
Literatura Norteamericana nos seus Textos/613G03047	
<b>Other comments</b>	



The course is conceived in conjunction with "Literatura Norteamericana 2" as a review of the literature of what is now known as the United States from its colonial beginnings to its contemporary writers. Limitations of time naturally restrict the number of works to be treated in class and economic considerations determine the choice of the Norton anthology as the source of the texts analyzed. But within these limits our aim is to survey the variety and diversity of American literature through close analysis of a series of what could be considered representative texts. At the same time, our readings of these texts will include a reflection on what makes these or any texts "representative", in this case, of a body of work considered ?American? literature. These texts will be treated, roughly, in chronological order, with attention being paid to their historical contexts and their reflection of the literary and rhetorical concerns of their period. This is especially the case of early American literature (Puritan and colonial writings) where, beside the literary value and rhetorical strategies of these texts, we will be interested in identifying the appearance of characteristic American themes and cultural forms that constantly reappear in the later literature. Focusing on these aspects, we will try to sketch out what is peculiarly "American" about American literature and why it is of interest to non-Americans. Most, if not all, class-work will concentrate on close analysis of the texts themselves. This course is not only an introduction to American literature; it is also an exploration of how texts work, what reading and writing strategies they demand (i.e., both how the reader "reads" and how the writer "writes" in response to other texts), and how this affects the way we respond to them. As we shall see, this is especially pertinent to American literature given its concern with how "America" itself should be read and written.

(\*)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.