



## Teaching Guide

Identifying Data					2016/17
Subject (*)	Literatura Norteamericana 2	Code	613G03035		
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Fourth	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	This course is designed both to provide students with a historic overview of American Literatures (1865 to the Present), and to introduce them to some representative American writers, and the corresponding literary movements (from Realism, Naturalism, Modernism up to Postmodernism and Multi-Ethnic Literatures). The aim is to look at literary genres (poetry, short story, drama, and novel) and to get a grasp of multi-ethnic North America tool. Since this is a survey course, students should end up with an overall clear pictures of the evolutions and transformatinons of contemporary American literary discourse throughout time, geography, gender and race.				

## 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.
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.
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.
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.
B10	Comportarse con ética e responsabilidade social como cidadán/á e profesional.
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.
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			
Learning outcomes		Study programme competences	
To know how to read critically.	A1	B1	C2
	A2	B2	C3
	A3	B3	C4
	A6	B4	C7
	A9	B5	C8
	A10	B6	
	A14	B7	
	A16	B8	
	A17	B9	
		B10	
To be able to analyze a given text from different critical perspectives.	A11		
To familiarize with contemporary American authors and their corresponding texts.	A2		
	A6		
To know how to use bibliography available at the Library, as well as search via internet.		B1	
Be able to express their ideas in English. Students should make good use of English grammar, and write critically, readable, and well organized paragraphs/tests.	A15		
Be able to summarize plots, short articles or reviews, and come up with most relevant topics. Verbalize their ideas clearly and in a cohesive way		B7	
To use socio-historic knowledge to look at the lives of the writers and/or many of the protagonist in a totally different light. And learn from it.			C4
Be able to put into practice their linguistic and literary knowledge.	A15		

Contents	
Topic	Sub-topic
1. Towards 'The Real Thing': From Romance to realism in the literature of the United States, 1850-1914	1. American realities and literary realism: Mark Twain and Henry James 2. From regionalism to naturalism: Kate Chopin and Stephen Crane
2. 'A Homemade World': American Modernism and its context, 1914-1945	1. Poetry: Frost, Pound, Williams, Stevens, Moore 2. Prose: Fitzgerald, Hemingway, Faulkner
3. Post-War to postmodern to ...	1. Post-war angst: Salinger 2. Postmodern uncertainties: Donald Barthelme, Tim O'Brien 3. Multicultural multiplicity: Sandra Cisneros 4. After the 'post-', after 9/11: Don DeLillo

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Directed discussion	A1 A2 A6 A15 B4 B5 B8 B10 C2 C4 C7	7	0	7
Guest lecture / keynote speech	A3 A16 A17	35	0	35
Short answer questions	A1 A2 A6 A9 A10 A15	7	5	12



Document analysis	A11 A14 B1 B2 B3 B6 B7 B9 C3 C8	0	75	75
Long answer / essay questions	A1 A2 A6 A11 A15 A16 A17 B1 B5 B6 C2	0	20	20
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
Directed discussion	<p>Given a relevant and controversial topic from the texts we are reading, students are encouraged to focus on one particular aspect and provide their own interpretations based on the information found in the text.</p> <p>The purpose is for the students to take sides, and defend their own ideas in front of an audience critically and logically with the help of the text itself or the bibliography chosen by them.</p>
Guest lecture / keynote speech	<p>At the beginning of each particular chapter, instructor would provide students with a general socio-historic overview of American society to better contextualize the text we are reading.</p> <p>The aim is to point at major themes dealt with, brief comparative analysis of characters, as well as a brief but clear comment on narrative techniques used by a particular author.</p> <p>A power point presentation is usually used, as well as interviews with writers, or documentaries which reflect on the specific literary movement and / or writer.</p> <p>This lecture-type class is nevertheless dialogic, and students are encouraged to participate with comments and/or questions. The lecturer also provokes the students with questions or "brainstorming-type" warming up before focusing on topic chosen.</p>
Short answer questions	<p>This is a "quizz-type" exercise.</p> <p>Students are given relevant information from texts analyzed in class, briefly identify them, and explain reasons why they think they are relevant for the particular text.</p> <p>Example: From the name of a protagonist, an object, a particular metaphor, or a catchy line.</p> <p>The purpose of this assignment is for students to go from the particular to the general, and provide their own interpretations.</p>
Document analysis	Close-reading and critical analysis of texts.
Long answer / essay questions	<p>The purpose of this assignment is for the students to write a comparative essay.</p> <p>They are given different options, and can choose among topics which focus on form and structure or on specific themes. At this stage, students should be able to support their ideas with evidence (quotes) from the texts.</p> <p>No memorization is needed. Essay should be well organized (introd., body, and conclusion), and provide a personal and in-depth comparison.</p> <p>Students are allowed to use their required texts for this in-class test.</p>

Personalized attention	
Methodologies	Description
Document analysis Directed discussion Guest lecture / keynote speech Short answer questions Long answer / essay questions	<p>Students will be fully informed in class about the different assignments as well as through the syllabus provided. However, given the variety of students' background, they will also count with personalized attention, preferably in small groups (max. 4), or individually.</p>



Assessment

Methodologies	Competencies	Description	Qualification
Document analysis	A11 A14 B1 B2 B3 B6 B7 B9 C3 C8	Final exam requiring response to one of two essay questions.	30
Short answer questions	A1 A2 A6 A9 A10 A15	Short, in-class exercises set every week when possible. They will consist of short quizzes, text identification and short personal responses to specific sections of the set texts. Class participation and voluntary group presentations will also form part of this percentage in order to boost a student's marks. Attendance at our seminar sessions is absolutely necessary. Students who do not attend without justified cause will be penalized as they will not be eligible for marks awarded for participation.	10
Long answer / essay questions	A1 A2 A6 A11 A15 A16 A17 B1 B5 B6 C2	1. Two essays (750-1000 words & 1000-1250 words) on a subject of the student's choice in consultation with the teacher or based on a set question list that I will hand out. Hand-in dates will be set in consultation with the class. No essay will be accepted after the hand-in date. The essays will count for 50% (20% the first essay & 30% the second) of your mark. 2. A take-home exercise to be done on the same day it is handed out. This essay is worth 10% of your final marks.	60

Assessment comments

Students must score at least 4/10 in all set work in order to be eligible for a final grade. Failure to do so means that you must repeat the exercise for the July examination period, except for the in-class work.

Students with official exemption must do all the work except for the in-class exercises. That is, the essays (50% of final mark) and the take-home exercise (10%) and the final exam (40%). The same percentages will apply to those students who opt for the July exam opportunity.

Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

Sources of information

Basic	Leituras obrigadas:[A maioría dos textos inclúense na antoloxía Norton (8ª ed.)]Mark Twain, Adventures of Huckleberry FinnHenry James, Daisy Miller: A Study Kate Chopin, "At the 'Cadian Ball", "The Storm"Stephen Crane, "The Open Boat"Modernist poetry, selected poems by Robert Frost, Ezra Pound, William Carlos Williams, Wallace Stevens, & Marianne MooreF. Scott Fitzgerald, The Great Gatsby [Penguin, 2013]Ernest Hemingway, selected stories: "Big Two-Hearted River"William Faulkner, As I Lay DyingJ. D. Salinger, The Catcher in the Rye [Penguin, 2010]Tim O'Brien, "How to Tell a True War Story"Donald Barthelme. "The Balloon"Sandra Cisneros, "Mericans"Don DeLillo, Falling Man [Pan Macmillan, 2011]
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<b>Complementary</b>	<p>Leituras complementarias (contextuais e críticas) anunciaranse na páxina Moodle da materia. p { margin-bottom: 0cm; }</p> <p>AMERICAN LITERATURE II - BIBLIOGRAPHY</p> <p>Literary histories &amp; general studies: Bradbury, Malcolm. The Modern American Novel. New York: Oxford UP, 1992. Cassuto, Leonard, Clare Virginia Eby &amp; Benjamin Reiss, eds. The Cambridge History of the American Novel. Cambridge: Cambridge University Press, 2011. Elliott, Emory, gen. ed. Columbia Literary History of the United States. New York: Columbia University Press, 1988. Fiedler, Leslie A. Love and Death in the American Novel. 1960. London: Penguin, 1984. Gray, Richard. A History of American Literature. Oxford: Blackwell, 2004. Kazin, Alfred. On Native Grounds: An Interpretation of Modern American Prose Literature. 1942. New York: Harcourt Brace, 1995. Ruland, Richard &amp; Malcolm Bradbury. From Puritanism to Postmodernism: A History of American Literature. London: Routledge, 1991. American Realism(s). 1. General studies: Barrish, Phillip J. The Cambridge Introduction to American Literary Realism. Cambridge: Cambridge UP, 2011. Berthoff, Werner. The Ferment of Realism: American Literature 1884-1919. 1965. Cambridge: Cambridge UP, 1981. 1-47. Pizer, Donald, ed. The Cambridge Companion to American Realism and Naturalism: Howells to London. Cambridge: Cambridge University Press, 1995. 2. Individual authors &amp; works: 2.1. Mark Twain. Twain, Mark. Adventures of Huckleberry Finn. (A Norton Critical Edition). 3rd ed. Ed. Thomas Cooley. New York: Norton, 1998. Fishkin, Shelley Fisher, ed. The Mark Twain Anthology: Great Writers on His Life and Works. New York: The Library of America, 2010. Messent, Peter. The Cambridge Introduction to Mark Twain. Cambridge: Cambridge University Press, 2007. Cf. 1-38, 73-87. Quirk, Tom. ?The Realism of Huckleberry Finn.? In Coming to Grips with Huckleberry Finn: Essays on a Book, a Boy, and a Man. Columbia, Mo.: University of Missouri Press, 1993. 83-105. 2.2. Henry James. James, Henry. Tales of Henry James. (A Norton Critical Edition). Eds. Christof Wegelin &amp; Henry B. Wonham. 2nd ed. New York: Norton, 2003. Hocks, Richard A. Henry James: A Study of the Short Fiction. Boston: Twayne, 1990. Cf. 3-11, 31-35, 141-147. American Modernism(s). 1. General studies: Anderson, Quentin. "The Emergence of Modernism." Columbia Literary History of the United States. Gen. Ed. Emory Elliott. New York: Columbia University Press, 1988. 695-714. Bradbury, Malcolm &amp; James McFarlane. "The Name and Nature of Modernism". Modernism: A Guide to European Literature 1890-1930. Eds. Malcolm Bradbury &amp; James McFarlane. London: Penguin, 1976. 19-55. Singal, Daniel. "Towards a Definition of American Modernism." Modernist Culture in America. Ed. Daniel Singal. Belmont, Calif.: Wadsworth, 1991. 1-27.</p>
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**Recommendations**

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

Literatura Norteamericana 1/613G03024  
 A Literatura Inglesa e a súa Crítica/613G03032  
 Literatura e Artes Visuais/613G03044

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

Técnicas de Redacción e Argumentación/613G03027  
 A Literatura Inglesa e a súa Crítica/613G03032

**Subjects that continue the syllabus**

Literatura Poscolonial/613G03026  
 Literatura Inglesa e Xénero/613G03043  
 Literatura Norteamericana nos seus Textos/613G03047

**Other comments**



This

6 credit course is conceived as a continuation of Literatura Norteamericana I. It continues, therefore, the review of the literature of the United States from its colonial beginnings to the present century. In this case, the historical review focuses on the post-Civil war period and the modernist writers, with a sprinkling of post-WWII texts. This is the period that sees the establishment of a canonical tradition of American literature. Time limitations restrict the number and the length of the works to be treated (hence, in part, the concentration on short texts and poetry) and economic as well as literary considerations (number, quality, and representativeness of the selections) determine the choice of the Norton anthology as the source of most of the texts analyzed in class. If you rely on photocopies, a course pack will be provided before the beginning of the course and ideally before your summer vacation. The texts will be read, roughly, in their chronological order, with attention being paid to their historical contexts and their reflection of and on the literary and cultural interests of their period. We will spend most of the course dealing with the production of a modern and "modernist" American literature, focusing especially on the connection between the notion of modernity and American literature. The creation of a self-consciously "American" and modern literature begins in the post-Civil War period and so we begin with the diverse modes of "realist" writing of the turn of the century and their attempts to represent the often chaotic plurality of modern American reality. Class-work will concentrate almost exclusively on close analysis of the texts themselves. This course is not only a review of some of the most important works and writers of the period from the late nineteenth century down to the post-1945 period; it is also predominantly an exploration of how these texts work, what writing strategies they initiate, what interpretative responses they elicit and what cultural work they carry out in their portrayal of an American reality. As we shall see, this is especially pertinent to American literature given its constant concern with how "America" itself should be read and written. Given this approach, students must read the texts their analysis in class so that adequate comprehension may be more or less taken for granted and fruitful discussion may be possible. This is merely stating the obvious but it is especially necessary for a course in which your rhythm of reading will have to be regular and sustained for you to get the most out of it. You are also expected to read the Norton anthology's short period and author introductions as helpful background to your reading of the primary texts.

**(\*)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.**