UNIVERSIDADE DA CORUÑA

		Teaching Guide			
		Identifying Data			**2020/21**
Subject (*)	North American Literature through its Texts			**Code**	613G03047
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
		Descriptors			
Cycle	**Period**	**Year**	**Type**		**Credits**
Graduate	2nd four-month period	Fourth	Optional		4.5
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Simal Gonzalez, Begoña		**E-mail**	begona.simal@udc.es	
Lecturers	Simal Gonzalez, Begoña		**E-mail**	begona.simal@udc.es	
Web					
General description	This course is designed to provide students with an overview of multi-ethnic literature in US, focusing on the second half of the 20th century and on the 21st century. This subject aims to complement the two mandatory courses on American (US) literature, by selecting a limited number of case studies (e.g. Asian American literary texts).				

Contingency plan	CONTINGENCY PLAN IN ENGLISH.

1. CONTENTS

Modifications to the contents: simplification of required readings (primary sources). Some mandatory texts may become optional readings, due to exceptional circumstances.

2. METHODOLOGIES

Teaching methodologies that are kept

? Autonomous reading of primary and secondary sources (?workbook?)
? ?Supervised project?t (involving Moodle discussion forums). The oral presentation of the group project may be eliminated or replaced by recorded presentations, if circumstances so require (see below).

Teaching methodologies that are modified

? In an on-line teaching scenario, the methodology ?document analysis? (close reading and critical analysis of texts) will be carried out via Moodle assignments and/or discussion forums.
? These lectures will be replaced by (or complemented with) PDF documents and audiovisual resources;
? The oral presentation of the results from the supervised project (see above) may be eliminated or replaced by recorded presentations.
? Mixed objective/subjective test: carried out via Moodle (see Assessment section below).

3. TUTORIALS AND PERSONALIZED ATTENTION

? MOODLE TUTORIAL FORUMS, initiated by students and checked on a weekly basis.
? E-MAIL (especially for individual queries and doubts), on a weekly basis.

4. ASSESSMENT

While the distribution of percentages will not change, the different assessment methods will have to be adapted to the new circumstances, as follows:

? METHODOLOGY ?document analysis? (30%): to be carried out via Moodle assignments and/or discussion forums.
? METHODOLOGY supervised project (30%): the nature of this collaborative project (involving Moodle discussion forums) will not change, but the oral presentation may be eliminated or replaced by recorded presentations.
? METHODOLOGY ?mixed test? (40%): in an on-line teaching scenario, this subjective/objective test will be carried via Moodle on the official date of the exam; should there be (serious, certifiable) connectivity problems, the exam will be carried out orally (phone call).

ASSESSMENT COMMENTS:

SECOND OPPORTUNITY (JULY): Those students who have not reached 4 out of 10 points in each of the three assessment sections, even if the overall addition is 5 or higher, will have to go to the finals in July in order to pass the subject. In this opportunity, students will have to prove they have acquired the required skills by doing certain exercises and tests, adapted to an on-line scenario:

? a written exam (40% of the final mark), a subjective/objective test, similar to that of the first opportunity, which will be carried via Moodle on the official date of the exam; should there be (serious, certifiable) connectivity problems, the exam

will be done orally (phone call);

? 2) extra exercises of analysis and close reading (30%); also via Moodle on the official date of the exam; should there be (serious, certifiable) connectivity problems, the exam will be carried out orally (phone call);

? 3) an oral test (30%), using Teams or, in case of connectivity or technical problems, the phone.

5. Changes in bibliography/webgraphy

More on-line resources: short primary sources will be available in Moodle; as to secondary sources, there will be extra on-line resources (e.g. PDF excerpts, the teacher?s own materials, links to on-line library resources?).
?

Study programme competences	
Code	**Study programme competences**
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A7	Coñecer as literaturas en lingua galega, española e inglesa.
A8	Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira.
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.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A18	Dominar a gramática 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.
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.
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.

Learning outcomes		
Learning outcomes	**Study programme competences**	
Familiarize themselves with some of the most relevant authors and their corresponding texts.	A1 A7	
To learn to read critically. To be able to apply a social approach (gender, class, race issues...) to the texts required. To be able to compare and relate these texts with/to those of other literary traditions.	A6 A10 A15	B5 B7
Use the appropriate bibliography (books, chapters of books, films, or literary magazines). Research work via internet facilities		B1 B2 B3 B9
Be fluent in English (C1/C2). For both written texts and oral presentations, students should make good use of English grammar. Written texts/exercises should be well organized, coherent, and readable.	A6 A8 A9 A18	B10
Be able to work in groups, organize the time allotted, set priorities, share knowledge, distribute tasks, establishing individual responsibilities and making good use of the team's diversity.		B6
This subject teaches students to reflect upon otherness and our own attitude towards it. The knowledge of the socio-historical background should make students more open to and respectful of differences.		B8 C4

Contents	
Topic	**Sub-topic**
UNIT 1 - Concepts and contexts	1. Concepts of race and ethnicity
	2. Race and ethnicity in the US: a socio-historical introduction
	3. Asian American literature: an overview

UNIT 2 - Japanese American literature	1. Internment literature (excerpts)
	2. Beyond internment (excerpts)
UNIT 3 - Chinese American literature	1. Sui Sin Far?s ?Leaves from the Mental Portfolio..."
	2. Kingston?s The Woman Warrior (selected chapters)
UNIT 4 - Vietnamese American literature	1. Truong?s Bitter in the Mouth (excerpts)
	2. Nguyen?s The Sympathizer (excerpts)
UNIT 5 - Key issues in multi-ethnic literature	1. Intersectionality: gender and race, ethclass, generation gap. Gish Jen?s ?Who?s Irish?? (short story)
	2. Globalization and Diaspora: Andrew Lam?s ?Viet Kieu? (essay); Divakaruni?s Arranged Marriage (short stories); Cathy Park Hong?s Engine Empire (selected poems)
	3. Beyond Ethnicity?

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Workbook	A1	1	28	29
Guest lecture / keynote speech	A7	8.5	0	8.5
Document analysis	A9 A15 A18 B9 B8 B7 B5 B3 B2 B1	18	18	36
Supervised projects	A6 A8 A10 A15 B6 B10 C4	2	20	22
Mixed objective/subjective test	A6 A7 A9 A15 A18 B5 B7	2	14	16
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	Students are expected to read every text carefully and critically, and to come to their own conclusions. They are also expected to read the text(s) required for each week before coming to class, as indicated in the weekly calendar, which shall be published and/or handed out during the first session of the course.
Guest lecture / keynote speech	In these lectures, the teachers will refer to a) the socio-historical and cultural background of authors and readings; b) the most relevant theoretical concepts; c) the way to read critically and make good use of critical tools. Lectures (DE or "docencia expositiva") are designed for the entire group. Occasionally, there may be a lecture by a guest speaker from another university.
Document analysis	Close-reading and critical analysis of texts. Critical thinking will be especially valued, as well as appropriate use of textual evidence to prove a certain point. The teacher will also take into account the ability to apply certain concepts and theories to the text being analysed. Last but not least, students are expected to comply with the linguistic requirements in this degree, namely, an advanced level of competence in the English language
Supervised projects	This collaborative project will be organized around student teams (3-4 students per group). Each team will choose a book from the list provided by the teacher at the beginning of the term. In April and May, the students in each team will prepare a ?project topic? under the teacher?s supervision, and they will organize discussion forums for their classmates to join and take part in. Once these forums are closed, each team will write a report summarizing the debate and the most relevant conclusions. The aim of this project is to encourage critical thinking, since the students will pay close attention to a specific text and topic, reflect on it and convey their own opinions. Due to the collaborative and collective nature of this project, team-work skills will be very important, just as the communicative and linguistic skills shown both in the elaboration of the project and the oral presentation of the results.

Mixed objective/subjective test	This type of test will assess the student's ability to understand and approach a literary text critically by asking questions about those texts analyzed in class. In addition, students will have to prove that they have grasped the main concepts, and that they can apply such concepts and critical tools to literary texts. When assessing and marking these exams, the teachers will also take into account the student's linguistic competence in English. These tests can include short-answer questions as well as longer exercises.

Personalized attention	
Methodologies	**Description**
Supervised projects	In general, students find oral presentations to be a challenging task. In order to facilitate their planning and identify specific problems, students will attend small-group or individual tutorials with the teacher before they start working on their respective topics and, if necessary, some guidelines will be provided to improve language and communicative skills.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Document analysis	A9 A15 A18 B9 B8 B7 B5 B3 B2 B1	Close-reading and critical analysis of texts. Critical thinking will be especially valued, as well as appropriate use of textual evidence to prove a certain point. The teacher will also take into account the ability to apply certain concepts and theories to the text being analysed. Last but not least, students are expected to comply with the linguistic requirements in this degree, namely, an advanced level of competence in the English language.	30
Mixed objective/subjective test	A6 A7 A9 A15 A18 B5 B7	This type of test will assess the student's ability to understand and approach a literary text critically by asking questions about those texts analyzed in class. In addition, students will have to prove that they have grasped the main concepts, and that they can apply such concepts and critical tools to literary texts. When assessing and marking these exams, the teachers will also take into account the student's linguistic competence in English. These tests can include short-answer questions as well as longer exercises.	40
Supervised projects	A6 A8 A10 A15 B6 B10 C4	This collaborative project will be organized around student teams (3-4 students per group). Each team will choose a book from the list provided by the teacher at the beginning of the term. In April and May, the students in each team will prepare a ?project topic? under the teacher?s supervision, and they will organize discussion forums for their classmates to join and take part in. Once these forums are closed, each team will write a report summarizing the debate and the most relevant conclusions. The aim of this project is to encourage critical thinking, since the students will pay close attention to a specific text and topic, reflect on it and convey their own opinions. Due to the collaborative and collective nature of this project, team-work skills will be very important, just as the communicative and linguistic skills shown both in the elaboration of the project and the oral presentation of the results.	30

Assessment comments

To pass the subject, students should obtain 5 points out of 10, after adding up each part of the assessment procedure. In addition, the student needs to have at least 4 out of 10 in each of the three assessment sections or categories. Active participation in the different class activities, as well as additional "extra-credit" activities carried out by the students during the course, could be awarded up to an extra 5% of the final mark (this can include voluntary work, alternative readings or any other activity proposed and accepted by the teacher).

PLAGIARISM: When assessing the students' essays, the teacher will pay attention to possible cases of plagiarism; to that effect, she can interview the students about their written work or use tools like TURNITIN, in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. (See "Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao emestrado universitario"). TURNITIN recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other bibliographic and Internet materials.

Grade "NON PRESENTADO": Only those students who do not sit for the June or the July finals, and/or have not completed the 50% will obtain the NP grade.

SECOND OPPORTUNITY (JULY): Those students who have not reached 4 out of 10 points in each of the three assessment sections, even if the overall addition is 5 or higher, will have to go to the finals in July in order to pass the subject. In this opportunity, students will have to prove they have acquired the required skills by doing the following: 1) a written exam similar to that of the first opportunity (40% of the final mark); 2) extra exercises of analysis and close reading (30%); 3) an oral test (30%).

EXEMPTION (DISPENSA ACADÉMICA): Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, should contact the teacher at the beginning of the course. These students will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

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

Diversity: the university provides a service known as ADI (Atención á diversidade) specializing in helping "os membros da comunidade universitaria con necesidades especiais derivadas da discapacidade ou doutras formas de diferenza fronte á poboación maioritaria". Those students interested in this service should contact the ADI office at adi@udc.es.

Sources of information

Basic	FONTES PRIMARIAS - LECTURAS OBRIGATORIAS3 relatos de Mukherjee, Divakaruni e Jen (copias ou PDF)2 textos autobiográficos breves de Lam e Sui Sin Far (copias ou PDF)Non máis de 7 capítulos de The Woman Warrior (Kingston), de Bitter in the Mouth (Truong), e The Sympathizer (Nguyen)Ademáis destes textos, que deben ser lidos antes da clase (segundo o calendario semanal), proporcionaranse ao alumnado copias (ou PDF) de varios textos de pouca extensión (poemas e máis extractos) para seren analizados na aula (ou en Moodle).
Complementary	FONTES SECUNDARIAS RECOMENDADAS: Sau-ling WONG's Reading Asian American Literature: From Necessity to Extravagance (Princeton: Princeton Univ. Press, 1993)King-kok CHEUNG's An Interethnic Companion to Asian American Literature (Cambridge: Cambridge Univ. Press, 1997)Begoña SIMAL's Identidad étnica y género en la narrativa de escritoras chinoamericanas (UDC Univ. Press, 2000)Crystal PARIKH and Daniel KIM's The Cambridge Companion to Asian American Literature (Cambridge: Cambridge Univ. Press, 2015)Rachel LEE's The Routledge Companion to Asian American and Pacific Islander Literature (Routledge, 2016). Begoña SIMAL's Ecocriticism and Asian American Literature (Palgrave Macmillan, 2019/2020). PDF excerpts in Moodle.ARTIGOS E CAPÍTULOS RECOMENDADOS: David HOLLINGER?s Postethnic America, Sau-ling WONG?s ?Denationalization Reconsidered,? Werner SOLLORS? Beyond Ethnicity, Ana MANZANAS and Jesús BENITO?S Narratives of Resistance, Salman RUSHDIE?s ?Imaginary Homelands,? Begoña SIMAL?s ?Andrew Lam?s Narratives of Return,? etc.

Recommendations

Subjects that it is recommended to have taken before

North American Literature 1/613G03024

Postcolonial Literature/613G03026

English Literature and Literary Criticism/613G03032

North American Literature 2/613G03035

Subjects that are recommended to be taken simultaneously

English Literature and Literary Criticism/613G03032

Subjects that continue the syllabus
Final Dissertation/613G03041
Other comments