



Teaching Guide

Teaching Guide				
Identifying Data				2022/23
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	Estévez Saa, José Manuel	E-mail	jose.manuel.estevez.saa@udc.es	
Lecturers	Estévez Saa, José Manuel	E-mail	jose.manuel.estevez.saa@udc.es	
Web	www.imaes.eu			
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. Mexican-American and Asian American literary texts).			

Study programme competences / results

Code	Study programme competences / results
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/a 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 / results		
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 - Theoretical Considerations	1. Colonialism, postcolonialism, multiculturalism, interculturalism, transculturalism. 2. Linguistic considerations
UNIT 3 - New Migratory Cartographies	1. Cultural and Spatial Contexts
UNIT 4 - Case Studies	1. Jeanine Cummins, 'American Dirt'. Flatiron, 2020. 2. Julissa Arce, 'My (Underground) American Dream'. Center Street, 2016. 3. Lan Cao, 'The Lotus and the Storm. A novel'. Penguin, 2014. 4. Nami Mun, 'Miles from Nowhere'. Riverhead, 2009.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	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 B1 B2 B3 B5 B7 B8 B9	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 / Results	Description	Qualification
Document analysis	A9 A15 A18 B1 B2 B3 B5 B7 B8 B9	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: This module can be adapted for students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their faculty, or the Unidad e Atención a la Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established (<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filoloxia@udc.gal).

Sources of information

Basic	<p>REQUIRED READINGS (PRIMARY SOURCES):</p> <ol style="list-style-type: none"> 1. Jeanine Cummins, <i>American Dirt</i>. Flatiron, 2020. 2. Julissa Arce, <i>My (Underground) American Dream</i>. Center Street, 2016. 3. Lan Cao, <i>The Lotus and the Storm. A novel</i>. Penguin, 2014. 4. Nami Mun, <i>Miles from Nowhere</i>. Riverhead, 2009. <p>REQUIRED READINGS (PRIMARY SOURCES):</p> <ol style="list-style-type: none"> 1. Jeanine Cummins, <i>American Dirt</i>. Flatiron, 2020. 2. Julissa Arce, <i>My (Underground) American Dream</i>. Center Street, 2016. 3. Lan Cao, <i>The Lotus and the Storm. A novel</i>. Penguin, 2014. 4. Nami Mun, <i>Miles from Nowhere</i>. Riverhead, 2009.
Complementary	<p>RECOMMENDED SECONDARY SOURCES: Crystal PARIKH and Daniel KIM's <i>The Cambridge Companion to Asian American Literature</i> (Cambridge Univ. Press, 2015) Rachel LEE's <i>The Routledge Companion to Asian American and Pacific Islander Literature</i> (Routledge, 2016). Francisco A. LOMELÍ and Donaldo W. URIOSTE. <i>Perspectives in Chicano Literature</i>. (Pajarito, 1976).</p>



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

(*)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.