



Teaching Guide

Identifying Data					2023/24
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	www.imaes.eu				
General description	This course is designed to provide students with an overview of multi-ethnic literature in US, focusing on the 20th and 21st centuries. This subject aims to complement the two mandatory courses on American (US) literature, by selecting a limited number of case studies (e.g. African 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/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 / 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	B5	
	A10	B7	
	A15		



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	1.1. Concepts of race and ethnicity 1.2. Race and ethnicity in the US: a socio-historical introduction 1.3. New approaches to race and ethnicity
UNIT 2 - African American literature	2.1. Literature of slavery and freedom: slave narratives. 2.2. The vernacular tradition. 2.3. From the literature of Reconstruction to the Harlem Renaissance. 2.4. Protest literature and the Black Arts Movement. 2.5. Womanism and postmodernism. 2.6. African American literature in the 21st century. 2.7. Case Studies: Langston Hugues, Ralph Ellison, Lorraine Hansberry and Toni Morrison.
UNIT 3 - Asian American literature	3.1. Chinese American literature before WW2: immigration stories. 3.2. Japanese American literature: internment and beyond. 3.3. Asian American literature after WW2: Cultural Nationalism and its discontents. 3.4. ?Denationalization Reconsidered?: globalization and diaspora. 3.5. New immigrants and refugees: South Asian literature, Vietnamese American literature, etc. 3.6. African American literature in the 21st century: beyond master narratives. 3.7. Case Studies: Maxine Hong Kingston, Gish Jen, Karen Tei Yamashita and Viet Thanh Nguyen.

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, the students in each team will prepare a 'project topic' under the teacher's supervision, and they will organize a brief presentation (April/May) and a follow-up discussion for their classmates to take part in. After that, 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, the students in each team will prepare a project topic under the teacher's supervision, and they will organize a brief presentation (April/May) and a follow-up discussion for their classmates to take part in. After that, 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).

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.

CONVOCATORIA ADIANTADA: Those students sitting the November/December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

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. Consequences of plagiarism (UDC regulations): "cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese. O/a estudante será cualificado con ?suspenso? (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederá a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario." GENDER: In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

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.filoxia@udc.gal).

Sources of information

Basic	<p>FONTES PRIMARIAS: Ralph ELLISON: Invisible Man (novela). Toni MORRISON: Song of Solomon (novela). Maxine Hong KINGSTON: The Woman Warrior (selección de capítulos). Selección de relatos de Gish Jen, Toni Morrison, Viet Thanh Nguyen e Karen Tei Yamashita. Además de estos textos más longos, que deben ser lidos antes da clase, proporcionaranse algúns textos curtos (poemas e máis extractos), que serán analizados na aula. Trátase de extractos de obras de Lorraine Hansberry, Langston Hugues, Karen Tei Yamashita o Viet Thanh Nguyen, entre outros/as autores/as.</p>
Complementary	<p>FONTES SECUNDARIAS RECOMENDADAS: Yogita GOYAL. The Cambridge Companion to African American Literature (Cambridge Univ. Press, 2023). Rachel LEE. The Routledge Companion to Asian American and Pacific Islander Literature (Routledge, 2016). Crystal PARIKH and Daniel KIM. The Cambridge Companion to Asian American Literature (Cambridge Univ. Press, 2015). FONTES SECUNDARIAS RECOMENDADAS: Yogita GOYAL. The Cambridge Companion to African American Literature (Cambridge Univ. Press, 2023). Rachel LEE. The Routledge Companion to Asian American and Pacific Islander Literature (Routledge, 2016). Crystal PARIKH and Daniel KIM. The Cambridge Companion to Asian American Literature (Cambridge Univ. Press, 2015).</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.