



## Teaching Guide

Teaching Guide				
Identifying Data				2023/24
Subject (*)	North American Literature 1		Code	613G03024
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatory	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Liste Noya, Jose	E-mail	jose.listen@udc.es	
Lecturers	, Liste Noya, Jose	E-mail	martin.fernandez.fernandez@col.udc.es 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 / results

Code	Study programme competences / results
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.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B3	Adquirir capacidade de autoformación.
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.

## Learning outcomes

Learning outcomes	Study programme competences / results		
	A1	B1	
	A2	B3	
	A6	B6	
	A15	B7	
	A1	B1	
	A2	B3	
	A6	B6	
	A15	B7	

## Contents

Topic	Sub-topic
-------	-----------



1. The Literature of the Colonial and Republican periods: 1620-1820	<p>1.1. Captives of/in the New World: Puritans and Native-Americans</p> <p>Mary Rowlandson, A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson.</p> <p>1.2. Becoming American</p> <p>Thomas Jefferson, "The Declaration of Independence".</p> <p>Benjamin Franklin, The Autobiography (Parts One &amp; Two).</p> <p>Thomas Jefferson, "The Declaration of Independence".</p> <p>Washington Irving, "Rip Van Winkle".</p>
2. The American "Renaissance": 1820-1865	<p>2.1. America and American identity</p> <p>Ralph Waldo Emerson, "The American Scholar";</p> <p>Nathaniel Hawthorne, The Scarlet Letter</p> <p>2.2. Captive selves / captivated selves</p> <p>Edgar Allan Poe, "The Fall of the House of Usher";</p> <p>Walt Whitman, "Song of Myself";</p> <p>Herman Melville, "Benito Cereno";, "Bartleby, the Scrivener";</p> <p>Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave.</p> <p>Emily Dickinson, selected poems</p>
3. American crisis: realism and regionalism after the Civil War	<p>3.1. America in conflict</p> <p>Mark Twain, Adventures of Huckleberry Finn</p>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Case study	A1 A2 A6 A15 B1 B3 B6 B7	19	0	19
Workbook	A1 A2 A6 A15 B1 B3	0	42	42
Document analysis	A1 A2 A6 A15 B1 B3	10	20	30
Supervised projects	A1 A2 A6 A15 B1 B3	0	18	18
Collaborative learning	A1 A2 A6 A15 B1 B3	0	10	10
Directed discussion	A1 A2 A6 A15 B1 B3	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 Supervised projects	1. Supervision of all written work. Required revisions if necessary. 2. Incitement to required participation in class. 3. Co-ordination of voluntary group or individual presentations.

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Supervised projects	A1 A2 A6 A15 B1 B3	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 (750-1000 words) will be worth 20% 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.  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.	50
Directed discussion	A1 A2 A6 A15 B1 B3	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, as well as class participation, 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.	10
Document analysis	A1 A2 A6 A15 B1 B3	A final exam covering all course work. This will be 40% 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.	40

## Assessment comments



All graded 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. Those students who do not score at least 50% will have to sit for the July exam period.

July exam period:

Final marks will be awarded on the basis of two exercises, each worth 50%:

1. Final exam
2. Essay (1250 words minimum)

Students that have been granted leave of absence will be graded according to the requirements for the July exam period (50% final exam and 50% essay).

Students that sit for the December exam period will be assessed according to the requirements of the July exam period.

Essays may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. (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 material found on Internet

Any plagiarized exercise will lead to a 'fail' in this subject in accord with article 11, section 4 b), of the "Reglamento disciplinar do estudantado da UDC":

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, procederase a modificar a súa cualificación na acta

de primeira oportunidade, se fose necesario.

Diversity: This module can be adapted to 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 school or faculty, or the Unidad de 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

<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>All required readings are from the Norton Anthology of American Literature, Volumes A &amp; B (8th edition). All other secondary readings will be provided either in photocopied format or on the Moodle platform.</p> <p>American Literature of the Colonial and Republican periods.</p> <p>1.2. Colonials and Native-Americans: Inhabiting America</p> <p>Mary Rowlandson, A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson.</p> <p>1.3. Becoming American</p> <p>Hector St. John de Crèvecoeur, Letters from an American Farmer (selections)</p> <p>Benjamin Franklin, The Autobiography (Parts One &amp; Two).</p> <p>Thomas Jefferson, "The Declaration of Independence".</p> <p>Washington Irving, "Rip Van Winkle".</p> <p>2. American Literature 1820-1865: American (Re)naissance.</p> <p>Ralph Waldo Emerson, "The American Scholar"</p> <p>Edgar Allan Poe, "The Fall of the House of Usher"</p> <p>Nathaniel Hawthorne, The Scarlet Letter</p> <p>Herman Melville, "Benito Cereno"</p> <p>Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave</p> <p>Walt Whitman, "Song of Myself".</p> <p>Emily Dickinson, selected poems</p> <p>3. America after the Civil War</p> <p>Mark Twain, Adventures of Huckleberry Finn</p>
---------------------	---





&lt;p&gt; The course is conceived in conjunction with &quot;Literatura Norteamericana 2&quot; 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 &quot;representative&quot;, 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 &quot;American&quot; 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 &quot;reads&quot; and how the writer &quot;writes&quot; 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 &quot;America&quot; itself should be read and written.&lt;/p&gt;

(\*)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.