

## Syllabus

### Subject

<b>Subject / Group</b>	21821 - Literatures of The United States of America / 1
<b>Degree</b>	Degree in English Studies - Third year Degree in Catalan Language and Literature - Fourth year
<b>Credits</b>	6
<b>Period</b>	2nd semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Aida Rosende Pérez aida.rosende@uib.es	18:00	19:00	Monday	09/09/2019	14/02/2020	CC04, Ramón Lull (by appointment)
	12:30	13:30	Tuesday	17/02/2020	31/07/2020	Son Espases (by appointment)
	17:00	18:00	Thursday	17/02/2020	31/07/2020	CC04, Ramón Lull (by appointment)

### Context

This course offers an overview of the literatures produced in the USA concentrating especially in the 19th, 20th, and 21st centuries, and touching upon different genres (poetry, short story, *novella*, novel, graphic novel, and drama). Being the only US literature subject taught in the English Studies degree at the Universitat de les Illes Balears, "Literatures of the United States of America" covers an extremely extensive period of time, which will require an extra effort from students to successfully understand and make connections between the vast expanse of historical and cultural contexts and the corresponding literary movements and representative authors and texts. In this sense, it is highly recommended that students have taken the subject "Cultural Insights into the English Speaking Worlds II" in the previous semester, which provides a crucial insight into the history and culture of the USA that will help students to better contextualize the literary con/texts covered in this subject, and which will be often referenced and connected to them. The optional course "The USA and Globalization: Literature, Film, and Television" also connects to the contents of both these subjects and will help students to better understand and analyze contemporary literature and cultural production in the USA.

By the end of the semester, students should be able to recognise the main characteristics of the movements, authors and texts studied in the course, and to apply this knowledge to the critical analysis of other relevant

## Syllabus

and related texts produced in the USA. S/he should also be capable of using the basic concepts and analytical tools of Anglo-American literary criticism both orally and in written form.

### Requirements

#### Recommended

All students must be able to use English at a C1+ / C2 level, both orally and in written form. All students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject: "English Language VI". Therefore, the maximum number of serious mistakes allowed in their exams, projects and other assessment activities for this course will be the same as that established in the syllabus of "English Language VI".

**All students (local and international)** should have a minimum command of history and cultural studies of the Anglophone areas to register in this course, so taking the subjects "Cultural Insights into the English-Speaking World I" (1st year) and ESPECIALLY, "Cultural Insights into the English-Speaking World II" (3rd year) is highly recommended. It is also HIGHLY RECOMMENDED for students enrolling in this course to have taken and passed the English Literature courses in the first and second years of the BA, as well as the subject "Comprehension and Interpretation of Academic Texts in English" (1st year). All of the above-mentioned courses are crucial for the development of the students' ability to understand and produce literary criticism and academic texts in different forms (literary commentary, academic essay...). A thorough knowledge of the methodology for a literary commentary and/or academic essay will be necessary to pass this subject.

**Erasmus/International students are welcome but**, like local students, they should show their competence in the following areas: (1) a C1+ / C2 level of English Language (consolidated advance or proficiency), (2) notions of American Culture and History, and (3) the ability to write literary commentaries and academic essays accordingly. They should NOT enrol in this course otherwise. Erasmus students will sit the exercises and assessment as any other student in the dates included in the chronogram and the UIB official calendar. No exceptions will be made, apart from those contemplated in the *Reglament Academic*.

### Skills

#### Specific

- \* Ability to communicate in English, orally and in written form, with the fluency, correction and complexity demanded by the context (skill #1)
- \* Ability to analyse texts in English from a literary and cultural perspective (skill #4)
- \* Knowledge and understanding of the main literary productions related to English Studies (U.S. Studies, in this case; skill #5)
- \* Ability to interpret and to produce academic documents (essays, commentaries, etc.; skill #8)

#### Generic

- \* Ability to interpret, analyse, synthesise, and assess information with a critical perspective (skill #3)
- \* Attitude of respect towards linguistic and cultural variety (skill #7)

## Syllabus

### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

### Content

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All the texts and materials included in *Aula Digital* will be considered compulsory for purposes of class activity and assessment. Students must also borrow or buy their own copies of the following books: F. Scott Fitzgerald's *The Great Gatsby* (1925) and Lorraine Hansberry's *A Raisin in the Sun* (1959). No specific editions are required.

### Range of topics

#### Unit 1. Introduction

- 1.1. What is "American literature"?

#### Unit 2. Early 19th century

- 2.1. American literary nationalism
  - \* Washington Irving's "The Legend of Sleepy Hollow" (1820)
- 2.2. The Romantic Imagination and Gothic Fantasy
  - \* Edgar Allan Poe's "The Fall of the House of Usher" (1839)

#### Unit 3. 19th Century Poetic Voices

- 3.1. Poetry of Life
  - \* Walt Whitman's "Song of Myself" (Chant 1)
- 3.2. Poetry of Death
  - \* Emily Dickinson's "Because I Could Not Stop for Death"

#### Unit 4. Turn-of-the-Century Portraits of Reality

- 4.1. Realism and Naturalism
- 4.2. The "Woman" Question
  - \* Kate Chopin's "The Story of an Hour" (1899)

#### Unit 5. Modernism and the Lost Generation

- 5.1. The Roaring 20s: F. Scott Fitzgerald and the American Dream
  - \* F. Scott Fitzgerald's *The Great Gatsby* (1925)
- 5.2. The Harlem Renaissance
  - \* Langston Hughes (selected poems)
- 5.3. The Great Depression
  - \* John Steinbeck's *The Grapes of Wrath* (1939) (Chapter 11)

## Syllabus

### Unit 6. Post-WWII US Literature

- 6.1. The individual conscience in post-war America
- 6.2. The Development of American Drama
- 6.3. African-American Literature after 1945
- \* Lorraine Hansberry's *A Raisin in the Sun* (1959)

### Unit 7. American postmodernism/s and "the contemporary"

- \* Art Spiegelman's *Maus I* (1986) / *Maus II* (1991) (excerpts)
- \* Chuck Palahniuk's *The Fight Club* (1996) (excerpts)
- \* Gloria Anzaldúa's *Borderlands / La Frontera* (1999) (excerpts)
- \* Other excerpts from relevant works may be added as compulsory reading to this unit.

## Teaching methodology

The lectures, seminars, and workshops are not compulsory in this course. Students who attend the sessions are expected to read the compulsory materials IN ADVANCE so they can be discussed in class. Attendance is HIGHLY RECOMMENDED, since it undoubtedly facilitates and enhances the learning process.

Late arrivals are NOT welcome. Students should avoid entering the classroom when the session has started to avoid disturbing the group.

**ERASMUS and other International Students** are reminded that **the academic calendar is the same for everyone** and are therefore encouraged to **join the course at the beginning of the semester**. Late enrolment in the course is possible but not advisable. They are also reminded that **it is their responsibility to remain at the UIB until the assessment period is over**.

**All (UIB and international, part-time and full-time) students will follow one assessment (Pathway A)**. For further information on this issue, read the "Assessment" section of this Teaching Guide.

Mobile phones and other electronic devices are NOT allowed in the classroom. Laptop computers are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever is allowed in the classroom during examinations. **Any student found using these devices for purposes unrelated to the course will be asked to leave the room.**

Students are reminded of the importance of checking *Aula Digital* regularly for important announcements concerning the course. Any announcement made through *Aula Digital* has the same validity as those included in this guide.

### In-class work activities (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	The lectures will be devoted to the discussion of the main theoretical aspects pertinent to the study of each period, movement, and/or author/s included in the syllabus.  Attendance is not compulsory, and students who do attend must read the compulsory materials IN ADVANCE and be	20

## Syllabus

Modality	Name	Typ. Grp.	Description	Hours
			ready to take part in short activities and/or question-answer sequences that might be inserted within the lectures.	
Seminars and workshops	Seminars / Workshops	Medium group (M)	The seminars and/or workshops will be devoted to the discussion and analysis of the literary texts included in the program. Students must read the texts IN ADVANCE, and must be ready to comment on them with the group. It is vital that they DO NOT COME TO CLASS UNPREPARED.	15
Practical classes	Practice and discussion	Large group (G)	Practical classes will be devoted to the discussion of theoretical aspects connected to specific (literary or critical) texts. The students will carry out diverse individual and group activities that will help them develop a deeper and more comprehensive understanding of the periods, movements, authors and texts being studied.  Attendance is not compulsory, and students who do attend must read the compulsory materials IN ADVANCE and be ready to participate ACTIVELY..	19
Assessment	Mid-term Exam	Large group (G)	All the students in the course will complete and submit their mid-term exam individually and in the classroom. Dates will be announced at the beginning of the semester and published in the chronogram.	3
Assessment	End-of-term exam	Large group (G)	In June all the students in the course will complete and submit their end-of-term exam individually and in the classroom.	3

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

### Distance education tasks (3.6 credits, 90 hours)

Modality	Name	Description	Hours
Individual self-study	Reading and studying	Students are expected to READ (AND THINK CRITICALLY about) the compulsory texts BEFORE they are discussed in class.  They may also be asked to read other short texts or extracts and complete other preparatory tasks (summaries, abstracts, commentaries, etc.) in order to participate in the seminars and workshops.  Studying for the evaluation tasks includes revising notes, re-reading compulsory texts and, if necessary finding and reading complementary material.	80
Group self-study	Revising	Students are welcome to organise their own study groups to share information with classmates and/or revise together for the exams.	10

## Syllabus

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

Students officially recognized by the UIB as **part-time students** will follow the **same assessment criteria established in Pathway A**. The only difference between part-time and full-time students is that the former are not expected to regularly attend or actively participate, and they will be able to hand in work related to in-class activities without attending the sessions.

The **dates and times of the official exams (UIB and exchange students) will not be altered under any circumstances**, except those contemplated by the *Reglament Acadèmic*. Students will not be allowed into the classroom when the exam has already started. **Erasmus and/or international students will not have a flexible date to sit or re-sit assessment.**

**ERASMUS and other International Students are reminded that the academic calendar is the same for everyone and are therefore encouraged to join the course at the beginning of the semester.** Late enrolment in the course is possible but not advisable. **They are also reminded that it is their responsibility to remain at the UIB until the assessment period is over.**

Only if the student has presented 30% or less than 30% of the total assigned evaluation course tasks, will the grade be 'NP'.

All students must be able to use **English at a C1+ / C2 level**, both orally and in written form. **All students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject: "English Language VI". Therefore, the maximum number of serious mistakes allowed in their exams, projects and other assessment activities for this course will be the same as that established in the syllabus of "English Language VI".**

Students are reminded of the importance of checking *Aula Digital* regularly for important announcements concerning the subject. **Any announcement made through *Aula Digital* has the same validity as those included in this guide. Any material included in *Aula Digital* can be considered part of the exam, unless otherwise specified.**

### Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

## Syllabus

### Mid-term Exam

Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	All the students in the course will complete and submit their mid-term exam individually and in the classroom. Dates will be announced at the beginning of the semester and published in the chronogram.
Assessment criteria	<p>The mid-term exam will consist of several parts, including, but not limited to, short questions, brief and/or extensive literary commentaries, and/or an essay-type question. The contents assessed in this mid-term exam will be those corresponding approximately to the first half of the course.</p> <p>The date of the mid-term examination will be both announced in class and published in the subject's <i>cronograma</i> at the beginning of the semester.</p> <p>If a student fails the mid-term exam and then passes the end-of-term, s/he can retake the mid-term exam (with different questions) in the <i>convocatoria extraordinaria</i>.</p> <p>In case the student fails both the mid-term and the end-of-term exams, s/he will sit a final exam in the <i>convocatoria extraordinaria</i> that will assess all the contents studied during the course in the form described: several parts, including, but not limited to, short questions, brief and/or extensive literary commentaries, and/or an essay-type question.</p> <p>If a student passes this assignment but fails the end-of-term exam, the Pass will be kept for this part, and s/he will only retake the second section of the syllabus in the <i>convocatoria extraordinaria</i>.</p> <p>Students with a grade higher than 5 will not be allowed to repeat this part under any circumstance.</p>

Final grade percentage: 50%

### End-of-term exam

Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	In June all the students in the course will complete and submit their end-of-term exam individually and in the classroom.
Assessment criteria	<p>The end-of-term exam will consist of several parts, including, but not limited to, short questions, brief and/or extensive literary commentaries, and/or an essay-type question. The contents assessed in this end-of-term exam will be those corresponding approximately to the second half of the course.</p> <p>If a student has passed the mid-term exam but fails the end-of-term exam, s/he can retake this part (with different questions) in the <i>convocatoria extraordinaria</i>.</p> <p>In case the student fails both the mid-term exam and the end-of-term exam, s/he will sit a final exam in the <i>convocatoria extraordinaria</i> that will assess all the contents studied during the course in the form described: several parts, including, but not limited to, short questions, brief and/or extensive literary commentaries, and/or an essay-type question.</p> <p>If a student passes this end-of-term exam but has failed the mid-term, the Pass will be kept for this part, and s/he will only retake the first section of the syllabus in the <i>convocatoria extraordinaria</i>.</p> <p>Students with a grade higher than 5 will not be allowed to repeat this exam under any circumstance.</p> <p><i>NOTE: Additionally, academic activities related to the contents and methodological approaches of this course can be organized by the lecturer. At the time of writing this teaching guide a conference session --part of the Seminar "The Cultural Politics of In/Difference" (running from 2017) -- has been planned and is pending</i></p>

## Syllabus

*funding as 'Activitat Complementària a la Docència'. Attendance and writing of a critical commentary / review / poster would allow students to gain 10% BONUS of the students' final mark, when so decided by the lecturer.*

Final grade percentage: 50%

### Resources, bibliography and additional documentation

All the texts and materials included in Aula Digital will be considered compulsory for purposes of class activity and assessment. Students must also borrow or buy their own copies of the following books: F. Scott Fitzgerald's *The Great Gatsby* (1925) and Lorraine Hansberry's *A Raisin in the Sun* (1959). No specific editions are required. Poems, short stories, and other compulsory materials will be provided via *Aula Digital*.

#### Basic bibliography

##### AMERICAN LITERATURE

Gray, Richard. 2012. *A History of American Literature* (2nd ed.). Malden, MA: Wiley-Blackwell.

Levine, Robert S.(ed.). 2017. *Norton Anthology of American Literature* (9th edition). New York: W.W. Norton & Co.

##### (BASIC) LITERARY THEORY AND ANALYSIS

Bertens, Hans. 2014. *Literary Theory: The Basics* (3rd ed.). London and New York: Routledge.

Kusch, Celena. 2016. *Literary Analysis: The Basics*. London and New York: Routledge.

#### Complementary bibliography

##### Specific bibliography for each unit will be provided via Aula Digital.

Alonso Gallo, and Maria de Mar Gallego Durán. 2001. *Myth and Ritual in African American and Native American Literatures*. Huelva: Universidad de Huelva.

Baker, Houston. 2013. *Modernism and the Harlem Renaissance*. Chicago: Chicago University Press.

Bercowitz, Sacvan (ed.). 1997. *The Cambridge History of American Literature*. Cambridge and New York: Cambridge University Press.

Berkowitz, Gerald M. 1992. *American Drama of the Twentieth Century*. London and New York: Longman.

Bigsby, Christopher. 2000. *Modern American Drama, 1945-2000*. Cambridge: Cambridge University Press.

Cañero, Julio, and Juan Francisco Elices (eds.). 2012. *The Chican@ Imagination: A Collection of Critical Studies by Francisco A. Lomelí*. Alcalá de Henares: Instituto Franklin, Universidad de Alcalá.

Chafe, William (ed.). 1983. *A History of Our Time: Readings on Post-war America*. New York: Oxford University Press.

Chafe, William. 1991. *The Unfinished Journey: America since World War II*. Oxford: Oxford University Press.

Eysteinson, Astradur, and Vivian Liska (eds.). 2007. *Modernism*. Amsterdam and Philadelphia: John Benjamins.

Gray, Richard. 2011. *After the Fall: American Literature since 9/11*. Chichester: Wiley-Blackwell.

Gray, Richard; and Owen Robinson. 2004. *The Literature and Culture of the American South*. Malden, MA: Blackwell Publishing.

Gretchen, Martin. 2007. *The Frontier Roots of American Realism*. New York: Peter Lang.

Hart, James D. 1995. *Oxford Companion to American Literature*. Oxford: Oxford University Press.

Hernández Lerena, María Jesús. 2003. *Short Story World. The Nineteenth Century American Masters*. Logroño, Universidad de la Rioja.

Lauter, Paul (ed.). 2006. *A Companion to American Literature and Culture*. Oxford: Blackwell.

Lucie-Smith, Edward. 1994. *American Realism*. London: Thames & Hudson.

Mermann-Jozwiak, Elisabeth. 2005. *Postmodern Vernaculars: Chicana Literature and Postmodern Rhetoric*. New York: Peter Lang.





## Syllabus

- Murphy, Brenda (ed.). 1999. *The Cambridge Companion to American Women Playwrights*. Cambridge and New York: Cambridge University Press.
- Nicol, Bran (ed.). 2002. *Postmodernism and the Contemporary Novel: A Reader*. Edinburgh: Edinburgh University Press.
- Pizer, Donald. 1993. *The Theory and Practice of American Literary Naturalism: Selected Essays and Reviews*. Carbondale: Southern Illinois University Press.
- Ruland, Richard, and Malcolm Bradbury. 1991. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin.
- Showalter, Elaine. 2009. *A Jury of her Peers: American Women Writers from Anne Bradstreet to Annie Proulx*. London: Virago.
- Wagner-Martin, Linda. 2013. *A History of American Literature: 1950 to the Present*. Malden, MA: Wiley-Blackwell.
- Warren, Kenneth W. 1993. *Black and White Strangers: Race and American Literary Realism*. Chicago and London: University of Chicago Press
- Wilmeth, Don B., and Tice L. Miller (eds.). 1996. *Cambridge Guide to American Theatre*. Cambridge: Cambridge University Press.
- Woods, Tim. 1999. *Beginning Postmodernism*. Manchester: Manchester University Press.

### Other resources

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**Other relevant resources and extra materials will be provided via Aula Digital.**

