

**FICHA IDENTIFICATIVA****Datos de la Asignatura**

|                        |                                                    |
|------------------------|----------------------------------------------------|
| <b>Código</b>          | 35341                                              |
| <b>Nombre</b>          | Literatura de EEUU I: de los orígenes al siglo XIX |
| <b>Ciclo</b>           | Grado                                              |
| <b>Créditos ECTS</b>   | 6.0                                                |
| <b>Curso académico</b> | 2020 - 2021                                        |

**Titulación(es)**

| <b>Titulación</b>          | <b>Centro</b>                                    | <b>Curso</b> | <b>Periodo</b>      |
|----------------------------|--------------------------------------------------|--------------|---------------------|
| 1000 - G.Estudios Ingleses | Facultad de Filología, Traducción y Comunicación | 2            | Primer cuatrimestre |

**Materias**

| <b>Titulación</b>          | <b>Materia</b>                       | <b>Caracter</b> |
|----------------------------|--------------------------------------|-----------------|
| 1000 - G.Estudios Ingleses | 8 - Literatura de los Estados Unidos | Obligatoria     |

**Coordinación**

| <b>Nombre</b>                  | <b>Departamento</b>               |
|--------------------------------|-----------------------------------|
| LLACER LLORCA, VICENTE EUSEBIO | 155 - Filología Inglesa y Alemana |

**RESUMEN**

This course is an overview of the origins of the literature of the United States as reflected in the work and lives of the most relevant authors of the early colonial period and its further development in the 18<sup>th</sup> and 19<sup>th</sup> centuries, with particular attention to the various religious, political and cultural phenomena that have produced the contemporary American character.

**CONOCIMIENTOS PREVIOS****Relación con otras asignaturas de la misma titulación**

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios.



## Otros tipos de requisitos

## COMPETENCIAS

### 1000 - G.Estudios Ingleses

- Poseer y comprender conocimientos en el área de estudios lingüísticos, literarios y culturales a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia del campo de estudio.
- Saber elaborar y defender argumentos y resolver problemas dentro del área de estudios lingüísticos, literarios y culturales.
- Saber reunir e interpretar datos relevantes para emitir juicios que incluyan una reflexión sobre temas de índole científica, social o ética, desde el respeto y la promoción de los Derechos Humanos.
- Poseer habilidades de aprendizaje para emprender estudios posteriores de especialización o investigación con un alto grado de autonomía.
- Saber localizar, manejar y sintetizar información bibliográfica e información contenida en bases de datos, en otros instrumentos informáticos y en Internet.
- Saber identificar los movimientos, etapas, géneros, autores y obras de las literaturas en lengua inglesa y conocer sus convenciones estéticas, modos de producción y recepción y su lugar dentro de la literatura occidental y universal.
- Conocer las corrientes y metodologías de la teoría y crítica literarias y sus aplicaciones.
- Conocer las técnicas y métodos de análisis de textos literarios anglófonos y saber aplicarlos en variedad de textos.
- Desarrollar la capacidad crítica para caracterizar, explicar, interpretar y valorar textos literarios en inglés y poder relacionarlos con sus respectivos contextos literarios e históricos, así como con otros textos y temas en perspectiva comparada.
- Saber identificar problemas y temas de investigación y evaluar su relevancia en el área de estudio.
- Saber interrelacionar los distintos aspectos de la filología, así como el conocimiento filológico con otras áreas y disciplinas.
- Desarrollar un compromiso ético centrándose en aspectos tales como la igualdad de géneros, la igualdad de oportunidades, los valores de la cultura de paz y los valores democráticos, y los problemas medioambientales y de sostenibilidad, así como el conocimiento y la apreciación de la diversidad lingüística y la multiculturalidad.

## RESULTADOS DE APRENDIZAJE

Having successfully completed this course, students will be able to:



1. apply concepts and knowledge related with the esthetic conventions, evolution, modes of production and the reception of works, genres and movements in North American literature to the following learning outcomes,
2. identify passages from literary works they have read during the course or seen in class
3. evaluate the meaning and significance of these passages within their respective works
4. write a stylistic commentary on a passage or a short text
5. explicate, interpret or criticize a literary text from the United States using various methodological approaches.

## DESCRIPCIÓN DE CONTENIDOS

### 1. Colonial Period and Puritanism

### 2. Enlightenment and Revolution

### 3. The Nascent Republic

### 4. Resistance, Romanticism, and Rapprochement

## VOLUMEN DE TRABAJO

| ACTIVIDAD                                   | Horas         | % Presencial |
|---------------------------------------------|---------------|--------------|
| Clases de teoría                            | 60,00         | 100          |
| Asistencia a eventos y actividades externas | 2,00          | 0            |
| Elaboración de trabajos en grupo            | 20,00         | 0            |
| Estudio y trabajo autónomo                  | 58,00         | 0            |
| Preparación de actividades de evaluación    | 10,00         | 0            |
| <b>TOTAL</b>                                | <b>150,00</b> |              |

## METODOLOGÍA DOCENTE



**Theory-based classes:** This subject will be structured around lecture classes that aim to provide the necessary historical and cultural context for each movement or period under consideration, and commentary and group discussion of representative texts included in the reading list.

**Practical classes:** Group discussion of all representative texts of each unit.

**Active in-class participation** is an important component of the class. Active participation consists in coming to class prepared to actively participate in discussions and other in-class activities. The students will have a dossier (required for all students) with primary source texts, which they will be expected to read on their own before class. In class, the teacher will ask a list of questions on the reading assigned for the day. Students will debate in groups and later there will be a class debate. At the end of the class, the groups will hand in (signed by all students in the group) the results of their debate, which will also serve as control of attendance, and may also count for a percentage of the 20% of the final mark.

## EVALUACIÓN

Assessment in the FIRST and SECOND CALLS:

- a) Individual written examination: 80%
- b) Practical written tests, essays: 20%

***No marks achieved in the exam and practical test will be carried over to the retake.***

### Assessment Criteria

The written examination will evaluate both theoretical and practical aspects of the course: in order

1. 1. to assess the student's assimilation of knowledge and concepts imparted during lectures and
2. 2. to assess her/his understanding of and critical response to texts studied in class as reflected in the ability to manage the appropriate methods and techniques of analysis

### OPTIONAL ESSAY (Substitutes second part of Written Examination, 20%)

Select ONE of these possibilities in response to TEXTS read in class. (see deadlines)



### Option 1

Select ONE text read in class, and choose **AN IMAGE** (picture, etching, photograph) which illustrates its content. Write around 750 words explaining the correspondence between the text and the image. (deadline November 18<sup>th</sup>)

### Option 2

Select ONE AUTHOR studied in class and write an interview with her/him. You should ask around 7 questions showing your in-depth analysis about a certain aspect of her/his work and its period of composition. Write around 750 words. (deadline November 18<sup>th</sup>)

### Option 3

Think about any **ORAL PRESENTATION** related to this subject that you may find interesting for the rest of the class and communicate your project in advance (before October 18<sup>th</sup>) to your lecturer. (about 15 min.-one student / 25 min.-two students).

The ability to communicate at the B2 (CEFR level) is required to pass the course as a whole. Students' whose written and/or oral communication display errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have plagiarised his/her work will face serious consequences which could lead to failing the whole subject.

## REFERENCIAS

### Básicas

- TEXTBOOK: Elena Ortells (ed.) American Literature from its Origins to the Nineteenth Century: A Reader. Valencia: JPM Ediciones, 2016.

Bercovitch, Sacvan (gen. ed.). The Cambridge History of American Literature. Vol. 1 1590-1820. New York, Cambridge University Press, 1995.

----- . The Cambridge History of American Literature. Vol. 2 1820-1865. New York, Cambridge University Press, 1995.

Bradbury, Malcom. From Puritanism to Postmodernism: A History of American Literature. Malcolm Bradbury & Richard Ruland. London, 1991.



Elliott, Emory, et. al. (ed. ) The Columbia Literary History of the United States. New York, Columbia University Press, 1988. Ed. española: Historia de la literatura norteamericana, Madrid, Cátedra, 1991. ----- . The Columbia History of the American Novel. New York, Columbia University Press, 1991.

Fredrickson, George M. (1971): The Black Image in the White Mind: The Debate on Afro-American Character and Destiny 1817-1914. New York, Harper & Row, 1971.

Manuel Cuenca, Carme. Guía bibliográfica para el estudio de la literatura de los Estados Unidos. València: Publicacions de la Universitat de València, 2002.

\_\_\_\_\_. La literatura de Estados Unidos desde sus orígenes hasta la Primera Guerra Mundial. Madrid: Editorial Síntesis, 2006.

Parini, Jay and Brett C. Millier (eds.). The Columbia History of American Poetry. New York, Columbia University Press, 1993.

- Davis, Charles T. & Henry Louis Gates, Jr., eds. The Slaves Narrative. New York: Oxford University Press, 1985.

### Complementarias

- Andrews, William L. To Tell a Free Story: The First Century of Afro-American Autobiography, 1760-1865. Urbana: University of Illinois Press, 1986.

Bell, Bernard W. The Afro-American Novel and its Tradition. Amherst, Massachusetts, University of Massachusetts Press, 1987.

Davis, Charles T. & Henry Louis Gates, Jr., eds. The Slaves Narrative. New York: Oxford University Press, 1985.

Elliott, Emory, et. al. (ed.) The Columbia Literary History of the United States. New York, Columbia University Press, 1988. Ed. española: Historia de la literatura norteamericana, Madrid, Cátedra, 1991.

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Parini, Jay and Brett C. Millier (eds.). The Columbia History of American Poetry. New York, Columbia University Press, 1993.

Recommended films:

The New World (Dir. Terrence Malick, 2005)

Avatar (Dir. James Cameron, 2009)

The Crucible (Dr. Nicholas Hytner, 1996)

Dancing with Wolves (Dr. Kevin Costner, 1990)

The Last of the Mohicans (Dir. Michael Mann, 1992)

The Patriot (Dir. Roland Emmerich, 2000)

Amistad (Dr. Steven Spielberg, 1997)

Gone with the Wind (Dr. Victor Fleming, 1939)



Useful link on American films:

Reel American history: <http://digital.lib.lehigh.edu/trial/reels/>

## **ADENDA COVID-19**

**Esta adenda solo se activará si la situación sanitaria lo requiere y previo acuerdo del Consejo de Gobierno**

### **HYBRID LEARNING MODE (BLENDED)**

#### **1. Contents**

Initial contents in the Teaching Guide remain the same.

#### **2. Workload and teaching schedule**

Increase of volume of activities of continuous assessment (Quizzes and multiple-choice question tests)

#### **3. Methodology**

1. Face-to-face classes theory/practice + synchronous BBC videoconference (In-class debates on streaming)
2. Face-to-face classes theory/practice + publication of materials on AV (Notes)
3. Face-to-face classes theory/practice + recorded presentations (Theory classes)
4. Face-to-face classes theory/practice + activities on AV (Tasks to upload to AV)

#### **4. Assessment**

Increase of weight in the final mark by continuous assessment up to 100%.

1. Evaluation of academic works (Essays due during the course + text-commentary type in practical exam)
2. Objective exams (test-type) on AV (Objective or multiple-choice questions)

#### **5. Bibliography**

Recommended bibliography remains the same since it is available (manual available in bookshops, libraries or internet)



## **DISTANCE (ONLINE) LEARNING**

### **1. Contents**

Initial contents in the Teaching Guide remain the same.

### **2. Workload and teaching schedule**

Increase of volume of activities of continuous assessment (Quizzes and multiple-choice question tests)

### **3. Methodology**

1. Face-to-face classes theory/practice + synchronous BBC videoconference (Debates on streaming)
2. Face-to-face classes theory/practice + publication of materials on AV (Notes)
3. Face-to-face classes theory/practice + recorded presentations (Theory classes)
4. Face-to-face classes theory/practice + activities on AV (Tasks to upload to AV)

### **4. Assessment**

Increase of weight in the final mark by continuous assessment up to 100%

1. Evaluation of academic works (Essays due during the course + text-commentary type in practical exam)
2. Objective exams (test-type) on AV (Objective or multiple-choice questions)

### **5. Bibliography**

Recommended bibliography remains the same since it is available (manual available in bookshops, libraries or internet).