

**COURSE DATA****Data Subject**

Code	35342
Name	American literature II: from the 19th to the 21st centuries
Cycle	Grade
ECTS Credits	12.0
Academic year	2018 - 2019

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3	Annual

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	8 - Literature of the United States	Obligatory

Coordination

Name	Department
MANUEL CUENCA, CARMEN	155 - English and German

SUMMARY

This course is a survey of American literature from the late 19th century up to the 21st century. It aims to demonstrate the continuity throughout the 20th century of all of the issues presented in the previous course and to consider the various forms they have taken in the genres of poetry, fiction and drama.

Primary emphasis will be placed on the extraordinary generation of Modernists. Some aspects to be considered are: formal experimentation (fragmentation) vs. the continuation of Romantic ideas, the need to “make it new”, the search for spiritual values and “the American” vs. “the Cosmopolitan”. We will also consider some representative figures from the Harlem Renaissance, the Beat Generation, the Confessional poets, and others.

We will read and discuss some of the key works (novels, short stories, plays) by a few of the most important prose writers and playwrights of the period under consideration. Among the aspects to be treated are: experimentation in narrative technique, the importance of the autobiography and the *Bildungsroman* in the 20th century, The Lost Generation and the death of the American Dream, the search for meaning in the de-humanized world of the twentieth-first century.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

It is highly recommended that students have at least an appropriate level of English and have taken and passed the previous introductory subject in American literature: American literature I: from the origins to the 19th century. B2 is highly recommended.

OUTCOMES

1000 - Degree in English Studies

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguistic diversity and multiculturalism.
- Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).
- Develop a critical ability to explain literary texts in English and to identify aesthetic conventions, movements, periods, genres, authors and works in English language and their modes of production.

LEARNING OUTCOMES

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



1. identify and describe the esthetic conventions, evolution, modes of production and the reception of works, genres and movements in North American literature
2. identify passages from literary works they have read during the course or seen in class, and 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

DESCRIPTION OF CONTENTS

1. The Civil War and the second half of the nineteenth-century: Realism and naturalism

2. The First World War and the Avantgarde: Modernism and Harlem Renaissance

3. Depression, Second World War and Post-War literature

4. Vietnam War, Civil Rights Movement, Postmodernism

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	120,00	100
Attendance at events and external activities	4,00	0
Development of group work	40,00	0
Study and independent work	56,00	0
Preparation of evaluation activities	20,00	0
TOTAL	240,00	

TEACHING METHODOLOGY

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.

EVALUATION

Option A: Continuous assessment, divided into two semesters:

1. (JANUARY) - Written exam on first term contents 40%

- Practical test, essays or papers 10%

2. (MAY) - Written exam on second term contents 40%

- Practical test, essays or papers 10%

Option B: (MAY)

- Written exam on contents 80%

- Practical test, essays or papers 20%

For the second call, only option B applies. No marks will be carried over to the retake.

Assessment Criteria:

1) student's assimilation of knowledge and concepts imparted during lectures and

2) student's understanding of and critical response to texts studied in class as reflected in the ability to manage the appropriate methods and techniques of analysis.

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.

Competence to communicate in English at the B2 level (CEFR) will be taken into account in the students' assessment.

REFERENCES

Basic

- Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*, 2 vols. New York: Cambridge UP, 1995.

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

Elliott, Emory, ed. et al. *The Columbia Literary History of the United States*. New York: Columbia UP, 1988. Ed. española, *Historia de la Literatura Norteamericana*, trad. María Coy, Madrid: Cátedra, 1991.

Elliott, Emory, ed. et al. *The Columbia History of the American Novel*. New York: Columbia UP, 1991.



Parini, Jay & Brett C. Millier, eds. *The Columbia History of American Poetry*. New York: Columbia UP, 1993.

Additional

- Ammons, Elizabeth. *Conflicting Stories: American Women Writers at the Turn into the Twentieth Century*. New York: Oxford, Oxford University Press, 1992.

Ashton, Jennifer. *From Modernism to Postmodernism: American Poetry and Theory in the Twentieth Century*. Cambridge: Cambridge UP, 2005.

Bell, Bernard, *The Afro-American Novel and Its Tradition*. Amherst: The University of Massachusetts P, 1987.

Bigsby, C.W.E. *A Critical Introduction to Twentieth-Century American Drama*. Cambridge UP, 1982.

-----, *The Modern American Novel*. Oxford: OUP, 1992.

- Connor, Steven, ed. *The Cambridge Companion to Postmodernism*. Cambridge: Cambridge UP, 2005.

Davis, Allen & Lee M. Jenkins (eds). *The Cambridge Companion to Modernist Poetry*. Cambridge: Cambridge UP, 2007.

Kalaidjian, Walter (ed.). *The Cambridge Companion to American Modernism*. Cambridge: Cambridge UP: 2005.

Fishkin, Shelley Fisher (1993) *Was Huck Black?: Mark Twain and African American Voices*. New York, Oxford: Oxford University Press, 1993.

McHale, Brian. *Postmodernist Fiction*. London: Routledge, 1991.

Kim, Elaine H. (1982): *Asian American Literature: An Introduction to the Writings and Their Social Contexts*. Philadelphia, Temple University Press, 1982.

Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination*. New York, Vintage, 1992.

Neate, Wilson. *Tolerating Ambiguity: Ethnicity and Community in Chicano/a Writing*. New York, Washington, Boston, Peter Lang, 1998.

Sundquist, Eric J. (ed.). *American Realism: New Essays*. Baltimore, Johns Hopkins University Press, 1969.

Sundquist, Eric J. *To Wake the Nations: Race in the Making of American Literature*. Cambridge, Massachusetts, Harvard University Press, 1993.