

**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	2020 - 2021

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. Using Donald E. Pease's words, it aims to study the narratives organized around the Virgin Land to Ground Zero American governing metaphors, that is to say, the shift in dominant fictions from "a secured innocent nation to wounded, insecure, emergency state". As such, it will 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.

We will read and discuss some of the key works (novels, short stories, plays, poems) by a few of the most important prose writers, poets, 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 a sufficient knowledge of English to be able to read and understand the primary and secondary texts required for the subject.

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. 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

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, 21st Century

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	120,00	100
Attendance at events and external activities	4,00	0
Development of group work	16,00	0
Development of individual work	40,00	0
Study and independent work	80,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	20,00	0
TOTAL	300,00	

TEACHING METHODOLOGY

Theory-based classes: This subject will be structured around participative 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)

(JANUARY) written exam **or/and** written work on first term contents **40%**

(MAY/JUNE) written exam **or/and** written work on second term contents **40%**

Practical written essays **or/and** continuous assessment work **20%**

Option B)

(MAY/JUNE) written exam **or/and** written work on first term and second term contents **80%**

Practical written essays **or/and** continuous assessment work **20%**

SECOND CALL IN JULY

Written exam **or/and** written work on first term and second term contents **100%**

No marks will be carried over to the retake.

ASSESSMENT CRITERIA

2 WRITTEN EXAMINATIONS AND/OR WRITTEN WORK SUCH AS ESSAYS, ONLINE PARTICIPATION, OR CRITICAL RESPONSES (first term/second term) that will evaluate both theoretical and practical aspects of the course in order



- 1) to assess the student's assimilation of knowledge and concepts imparted during lectures and
- 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.

Students should be aware that any form of plagiarism in their written work will result in a failing grade for the module. If you use external sources, you need to acknowledge them using in-text parenthetical citations and a final bibliography, and follow a standard citation style format such as MLA or APA.

REFERENCES

Basic

- Bell, Bernard, *The Afro-American Novel and Its Tradition*. Amherst: The University of Massachusetts Press, 1987.
- Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*, 2 vols. New York: Cambridge Univ. Press, 1995.
- Bradbury, Malcom. *From Puritanism to Postmodernism: A History of American Literature*. Malcolm Bradbury & Richard Ruland. London, 1991.
- . *The Modern American Novel*. Oxford: Oxford Univ. Press, 1992.
- Bigsby, C.W.E. *A Critical Introduction to Twentieth-Century American Drama*. Cambridge Univ. Press, 1982.
- Connor, Steven, ed. *The Cambridge Companion to Postmodernism*. Cambridge: Cambridge Univ. Press, 2005.
- Davis, Allen & Lee M. Jenkins (eds). *The Cambridge Companion to Modernist Poetry*. Cambridge: Cambridge Univ. Press, 2007.
- Elliott, Emory, ed. et al. *The Columbia Literary History of the United States*. New York: Columbia Univ. Press, 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 Univ. Press, 1991.
- Kalaidjian, Walter (ed.). *The Cambridge Companion to American Modernism*. Cambridge: Cambridge Univ. Press: 2005.
- McHale, Brian. *Postmodernist Fiction*. London: Routledge, 1991.
- Parini, Jay & Brett C. Millier, eds. *The Columbia History of American Poetry*. New York: Columbia Univ. Press, 1993.
- Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination*. New York, Vintage, 1992.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

MODALITAT DE DOCÈNCIA HÍBRIDA

1. Continguts

Es mantenen els continguts inicialment recollits a la guia docent

2. Volum de treball i planificació temporal de la docència

Manteniment del pes de les diferents activitats que sumen les hores de dedicació en crèdits ECTS marcades en la guia docent original

3. Metodologia docent

Classe (presencial) teòrica/pràctica + materials en AV + debats al Forum de l'assignatura + tasques en AV

4. Avaluació

Examen presencial

Altres

5. Bibliografia

La bibliografia recomanada es manté perquè és accessible

MODALITAT DE DOCÈNCIA NO PRESENCIAL

en el cas que la situació sanitària obligue a un nou confinament



1. Continguts

Es mantenen els continguts inicialment recollits a la guia docent

2. Volum de treball i planificació temporal de la docència

Manteniment del pes de les diferents activitats que sumen les hores de dedicació en crèdits ECTS marcades en la guia docent original

3. Metodologia docent

Videoconferència síncrona BBC + materials en AV + debats al Forum de l'assignatura + tasques en AV

4. Avaluació

Examen online

Altres

5. Bibliografia

La bibliografia recomanada es manté perquè és accessible