

**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	2023 - 2024

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
BRIGIDO CORACHAN, ANA MARIA	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 (*US Literature: Origins through the 19th Century*) and will consider the various forms they have taken in fiction and non-fiction genres.

We will read and discuss key works (novels, short stories, plays, poems, essays) penned by some of the most important writers of the period under consideration. Among the aspects to be treated are: experimentation in narrative technique and storytelling, 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, the impact of civil protest and resistance in literature, and the divergent histories, experiences, and voices of multicultural America.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Students should have a C1 level of English. They should have taken Literature of the United States I: Origins to the 19th Century.

The ability to communicate at the C1 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

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 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:

1. identify passages from literary works they have read during the course or seen in class.
2. evaluate the meaning and significance of these passages within their respective works.
3. write a stylistic commentary on a passage or a short text.
4. explicate, interpret or criticize a literary text from the United States using various methodological approaches.

DESCRIPTION OF CONTENTS

1. The Civil War: 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 and after 9/11 Literature

5. Note

This module engages topics that can be controversial and delicate for sensitive students. Some readings and other visual content (paintings, engravings, photographs, films, etc.) in this course consider issues that might be considered offensive from a racial, gender, or sexual perspective and/or shocking (death or suicide) but which are essential to understand key aspects of human lives throughout history and of contemporary American culture and society. They will be dealt with as respectfully as possible. Lecturers and students have the responsibility to build an open and safe space for the critical exchange of ideas in the 21st century where conscious and collaborative learning can take place.

**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**FIRST CALL****Option A**

- JANUARY: written exam on first term contents 40%
- MAY/JUNE: written exam on second term contents 40%
- Continuous assessment: group projects, essays or/and participation 20%

Students who take the January examination must follow Option A in May/June as well.

Option B

- MAY/JUNE: written exam or/and written work on first term and second term contents 80%



- Continuous assessment: group projects, essays or/and participation 20%

SECOND CALL

Written exam or/and written work on first term and second term contents 80%

Continuous Assessment marks will be carried over to the retake 20%

Those students who have been assessed during the semester for their individual work and/or group work, including activities and projects, in-class participation, etc., will keep their grade in the second call. **These activities and projects can only be done during the semester and cannot be handed in for the second call.**

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.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

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.

Manuel Cuenca, Carmen. *La literatura de los Estados Unidos desde sus orígenes a la Primera Guerra Mundial*. Madrid: Síntesis, 2006.

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.