



## COURSE DATA

### Data Subject

<b>Code</b>	35353
<b>Name</b>	Monographic course in American literature
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>	<b>year</b>
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	4	First term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1000 - Degree in English Studies	13 - Monograph on English literature	Optional

### Coordination

<b>Name</b>	<b>Department</b>
LLACER LLORCA, VICENTE EUSEBIO	155 - English and German

## SUMMARY

This course is part of the attempt to help students to develop the working skills of the last year of the English Studies degree. It is not only about passing on knowledge, but also to monitor and guide students towards a greater autonomy with regards to their own initiative, time distribution and development of their own intellectual and human personality, within the channels and lines that the Faculty of Philology, Translation & Communication offers and, particularly, of the Department of English and German Philology.

Therefore, this is a monographic course on several aspects of U.S. Theater, from a theoretical, historical and also a practical point of view, to get to know the main literary movements and most relevant works, from the Colonial period up to the Twentieth Century. This will be done by reading and commenting on various authors and plays, and relating them to the context within the distinct historical periods and literary trends of the United States.



Students will read the specific topic(s) and characteristics of the course in the syllabus which will be uploaded to the Aula Virtual at the beginning of the course.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

- 3.1. Restrictions: None
- 3.2. Recommended previous knowledge: Recommended English language level: C1/C2

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1000 - Degree in English Studies

- 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 be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- 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.
- Know and apply the currents and methodologies of literary theory and criticism.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Having successfully completed the course, students will be able to apply concepts and knowledge related with the aesthetic conventions, evolution, modes of production, sociopolitical and historical context, and the reception of works, genres, movements, and tropes in North American literature to the following learning outcomes,

1. identify passages from literary and cinematic works they have read during the course or seen in class.



2. evaluate the meaning and significance of these passages within their respective works and historical and ideological contexts.
3. write an essay and a stylistic/critical response on a passage or a short text.
4. explicate, interpret or criticize a literary or cinematic text from the United States using various methodological approaches

## **DESCRIPTION OF CONTENTS**

**1. Origins of the American theatre in the 18th century. Revolutionary plays and playwrights. The quest for a national drama.**

**2. Nineteenth-century antebellum theatre. Typological divisions of plays and its reference to American contemporary life.**

**3. Nineteenth-century postbellum theatre. Changes in the last half of the century.**

**4. The birth of twentieth-century American drama. The Provincetown Players, The Washington Square Player, The Guild**

**5. Theatre Between the Wars. (1918-1939)**

**6. Around World War II (1939-1960)**

**7. Last decades of the 20th century**

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	30,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	20,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The development of the subject is structured in one theory session per week, in which we will study the authors included in the program within the historic and literary context; and one practical session, which will involve analysis and commentary on theatrical works, and some alternatives of theatrical vision and computer work.

With the aim of matching the theoretical and practical components, the acquired knowledge in the theoretical sessions will always have an immediate practical application, by means of proposed readings, critical commentaries and research works, in order to bring about an effective way of assimilation of theoretical contents and a self-directed learning for the future. This way, we will contribute not only to consolidate this knowledge, but also to develop a certain critical ability in the reading and commentary of theatrical texts.

At the beginning of the course students will be informed where the chronogram (calendar) will be posted, specifying class sessions, and important dates of exams and deadlines for assignments, papers and presentations. Likewise, it will be indicated in class where you can find the dossier (photocopy room on the second floor of the Faculty of Philology, Translation and Communication) with the texts of the mandatory readings, as well as the bibliography to use in the preparation of theory and practical classes and the work that will be assigned. Assignments and homework, as well as the display of students' notes, other common questions and daily notifications about the course will be allocated exclusively in the Aula Virtual.

Finally, tutorials will serve to monitor students' learning, by commenting on both the topics, the possible approaches, and the difficulties found in the content, structure and form while developing the assignments and presentations that students will do as a part of their final mark.

**EVALUATION**

Assessment in the **FIRST** and the **SECOND CALL** will be made up of 2 parts:



- a) Individual written exam or paper 80%
- b) Essay questions related to specific texts and authors from the reading list included in the written exam, or optional essays/papers or oral presentations 20%

### General Norms:

If a student does continuous evaluation tests and they cannot achieve a PASS mark, they must take the exam in the SECOND term (June).

If a student does the first test and doesn't do the next, they will have to do the final exam in the SECOND term (June).

By not taking the first partial exam of the continuous evaluation, a student renounces to the possibility of continuous evaluation, and meanwhile, it involves the obligation of taking the final exam in the FIRST official call (January) or the SECOND (June), for passing the material.

**There will be no resits, nor changes of exam dates** and the mark will be based either on the continuous evaluation or on the final exam in January, for students who decide not to take any continuous evaluation (or in June, in case, they do not pass them).

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

- Bigsby, C.W. A Critical Introduction to Twentieth-Century American Drama (3 vols. Cambridge U.P., 1982-83.
- Meserve, Walter J. An outline History of American Drama. Totowa, N.J.: Littlefield, Adams & Co., 1965.
- Taubman, Howard. The Making of the American Theatre. New York: Coward McCann, 1965.

### Additional

- Arnold, Edward, ed. American Theatre. Stratford-Upon-Avon Studies. London: Arnold Ltd., 1967.
- Clurman, Harold. The Fervent Years. The Group Theatre and the 30's. New York: Harcourt, Brace, Jovanovich, 1975.
- Cohn, Ruby. New American Dramatists 1960-1980. London & Basingstoke: MacMillan Press Ltd., 1982.
- Downer, Alana S., ed. American Drama and Its Critics. Chicago: University of Chicago Press, 1965.
- Hewitt, Barnard. Theatre USA, 1665-1957. New York: McGraw-Hill, 1959.
- Moody, Richard. America Takes Stage. Bloomington: Indiana U.P., 1965.