

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

<b>Code</b>	44244
<b>Name</b>	North-American fiction of resistance: History, memory and trauma
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2196 - M.D. in Advanced English Studies	21 - North-American Fiction of Resistance: History, Memory and Trauma	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
BRIGIDO CORACHAN, ANA MARIA	155 - English and German
MANUEL CUENCA, CARMEN	155 - English and German

**SUMMARY**

Remembering the dark sides of American past and testifying to these painful memories has been an outstanding responsibility for many American writers since the origins of the nation. This course aims to study the ways in which twentieth- and twenty-first century American writers have explored some of the most traumatic events in American history and how they have understood the national psychological wounds derived from these experiences. Thus, questions such as the long-term effects of legal exclusion and discrimination suffered by racially-marked communities (Native Americans, African Americans, Asian Americans and Latinos, among others) will be analyzed as well as the devastating effects of the Holocaust, 9/11 attacks and hurricane Katrina, using the concept of trauma and its cultural work as developed by Freud, Cathy Caruth, Dominick LaCapra and Shoshana Felman, among other groundbreaking critics. If the modern subject is understood as being inseparable from the categories of shock and trauma, the texts chosen for the course will show how Americans have confronted the repeated and uncontrollable consequences that endure long after the precipitating causes of these personal and



national disruptions, The texts will be read taking into account the historical, political and cultural contexts in which they arose, as well as the narrative strategies and techniques used by their authors to confront, represent and preserve specific traumatic histories and memories both at personal and collective levels.

## 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 a sufficient knowledge of English to be able to read and understand the primary and secondary texts required for the subject.

## OUTCOMES

### 2196 - M.D. in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.
- Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.
- Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.



- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.
- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

## LEARNING OUTCOMES

Students will be able to understand and apply the principal concepts of trauma theory to the interpretation and analysis of literary texts; they will be familiar with some of the key narrative works in twentieth- and twenty-first American fiction and will be able to critically assess their content, focusing on their concerns on memory, history, politics and ethics.

## DESCRIPTION OF CONTENTS

### 1. DEFINING TRAUMA: SPEAKING THE UNSPEAKABLE / WRITING THE UNWRITABLE THE MEMORY OF SLAVERY

THE BLACK ATLANTIC, MIDDLE PASSAGE AND SOCIAL DEATH IN AMERICA

Toni Morrison's *Mercy*

### 2. TRAUMA, LOSS OF SELF AND FICTION

SURVIVAL, MEMORY, AND WRITING

Marilynne Robinson's *Housekeeping*

### 3. NATIVE AMERICANSS TRAUMA AND MEMORY

COLONIZATION, REMOVAL AND CONTEMPORARY RESISTANCE:

Leslie Marmoset's *Ceremony*



#### 4. ASIAN-AMERICANS MEMORY OF EXCLUSION

##### ASIAN-AMERICANS IN THE LAND OF THE FREE

Theresa Chas Dictee

#### 5. THE MEMORY WAR EXPERIENCE:

##### FROM THE HOLOCAUST TO VIETNAM WAR

Art Spiegelmans The Complete Maus: A Survivors Tale

Tim OBriens The Things They Carried

#### 6. AMERICAN TRAUMATIC SELF AT THE BEGINNING OF THE 21TH CENTURY:

9/11

Don DeLillos Falling Man

### WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of individual work	20,00	0
Study and independent work	21,00	0
Readings supplementary material	10,00	0
<b>TOTAL</b>	<b>75,00</b>	

### TEACHING METHODOLOGY

TM1\_ Introduction of theoretical content through lectures, with IT support where relevant

TM2\_ Pair or group work

TM3\_ Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries)

TM4\_ Oral presentation of set readings, oral or written summaries

TM5\_ Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres)



TM6\_ Individual paper (design and development of a project for its oral or written presentation)

TM7\_ Group paper (joint design and development of a project for its oral or written presentation. Negotiation of topic, paper organization, distribution of tasks, joint writing and revising)

TM8\_ Oral presentation of individual paper with audiovisual support

TM9\_ Oral presentation of group papers with audiovisual support (Negotiation of topic, organization, distribution of tasks, writing, revising, and presentation options)

## EVALUATION

### ASSESSMENT BREAKDOWN FOR FIRST CALL

Class attendance and active participation: 30 %

Assessment of competences through written and/or oral projects 70 %

1 PAPER (2.000- 2.500 words)

This paper will try to analyze and contrast two texts studied in class.

The paper will have to use a theoretical frame and follow the conventions of academic writing.

### ASSESSMENT BREAKDOWN FOR SECOND CALL

Class attendance and active participation: 30 %

Assessment of competences through written and/or oral projects 70 %

1 PAPER (2.000- 2.500 words)

This paper will try to analyze and contrast two texts studied in class.

The paper will have to use a theoretical frame and follow the conventions of academic writing.

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**PLAGIARISM** (copying or paraphrasing someone else's ideas and presenting them as if they were your own, that is, not including quotations marks for direct citations, an appropriate bibliographic reference and/or an explanatory footnote where original source/author are accounted for) will result in an **immediate failing grade for the course**. Please check Purdue University's *Online Writing Lab* for more information on how to write an academic paper, how to compile a bibliography, and how to cite correctly.





URL: <https://owl.english.purdue.edu/owl/resource/747/01/>

## REFERENCES

### Basic

- Robinson, Marilynne. *Housekeeping*. London: Faber & Faber, 1991.
- Silko, Leslie Marmore. *Ceremony*. New York: Penguin Books, 1986.
- Morrison, Toni. *Mercy*. New York: Knopf, 2008
- Spiegelman, Art. *The Complete Maus: A Survivors Tale*. London, New York et al.: Penguin, 2003.
- Cha, Theresa. *Dictee*. Berkeley: University of California Press, 1992.
- DeLillo, Don. *Falling Man*. New York: Scribner, 2008.

### Additional

- Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative and History*. Baltimore 6 & London: The Johns Hopkins UP, 1996.
- LaCapra, Dominick. *Representing the Holocaust: History, Theory, Trauma*. Ithaca & London: Cornell UP, 1994.
- LaCapra, Dominick. *History and Memory After Auschwitz*. Ithaca & London: Cornell UP, 1998.
- Tal, Kalí. *Worlds of Hurt: Reading the Literatures of Trauma*. Cambridge, England & New York: Cambridge UP, 1996.
- Hirsch, Marianne. *Family Frames: Photography Narrative and Postmemory*. Cambridge, MA: Harvard University Press, 1997.

## ADDENDUM COVID-19

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

### HYBRID LEARNING MODE (BLENDED)

#### 1. Contents



Contents remain the same.

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

All activities in the original syllabus are maintained.

## **3. Methodology**

Theoretical/practical in-class sessions, materials in AV, debates in the module's online forum, tasks in AV.

## **4. Assessment**

Final essays and written work + in-class or asynchronous participation in the virtual forum

## **5. Bibliography**

The bibliography is accessible and remains the same.

## **DISTANCE (ONLINE) LEARNING**

### **1. Contents**

Contents remain the same.

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

All activities in the original syllabus are maintained.

### **3. Methodology**

Synchronous online lectures via BBC, materials in AV, debates in the module's online forum, tasks in AV.



#### **4. Assessment**

Final essays and written work + in-class or asynchronous participation in the virtual forum

#### **5. Bibliography**

The bibliography is accessible and remains the same.