

PLAN DOCENTE
Plan experimental ECTS
FACULTAD DE LETRAS
UCLM
CURSO 2009-2010

I. DATA

Subject: AMERICAN LITERATURE II	
Code: 65008	
Characteristics: COMPULSORY	
Year: 4º	
Group: ONLY ONE	
Time: ANNUAL	
Department: MODERN PHILOLOGY	
Degree: ENGLISH PHILOLOGY	
Professor: RICARDO MIGUEL ALFONSO	
Office: 205	Phone number: 3113
e-mail: ricardo.miguel@uclm.es	

II. CREDITS

ECTS credits: 9
Hours: 225

III. SCHEDULE

Lectures: Wednesdays and Thursdays, 9:30-10:30; Fridays 11:30-12:30
Tutorials: Wednesdays, 10:30-13:30; Thursdays 10:30-11:30. Afternoons are available by appointment.

IV. PREREQUISITES

There are no prerequisites for this course. However, since lectures will be conducted in English, students should have a proficient level of the language.

V. AIMS

The present course is designed to provide a general perspective on 20th-century American literature, from the early Modernist writings of Henry James and Stephen Crane to postmodern, global literature. Additionally, the “practical” aim of the course encourages the analysis of the most important literary works of that century plus a selection of critical works.

VI. COMPETENCE

Much like other subjects in the same area, English Literature I will be helpful in order to prepare and produce coherently any topic or presentation related to its contents. It will also provide the student with the necessary materials to elaborate didactic units related to its contents.

VII. CONTENTS

A) CONCEPTS. At the end of the course, the student must:

- ❑ Know and understand the most relevant aspects of Medieval and Early Modern English culture and literature in their historical context.
- ❑ Be acquainted with different approaches to those traditions as developed and practiced today.
- ❑ Have a reasonable knowledge of the emergence and establishment of the very idea of “literature” in the period under consideration.

B) PROCEDURES. At the end of the course, the student must:

- ❑ Recognise and write a commentary on any of the texts studied in the classroom and in the seminars. This applies to both the form and the historical significance of those texts.
- ❑ Employ in a coherent way the critical vocabulary of the subject.
- ❑ Be able to write an essay—or make a presentation—which proves a critical point and using bibliographical materials in a consistent and ethical way.
- ❑ Know how to study literature from an interdisciplinary standpoint.

C) ATTITUDES. At the end of the course, the student must:

- ❑ Develop an open and tolerant view of other cultures and literary traditions.
- ❑ Understand, assimilate and eventually criticize other opinions and value judgments entailed by other cultures.
- ❑ Use bibliographical materials in a coherent and ethical way.

VIII. BIBLIOGRAPHY AND OTHER RESOURCES

Set readings

- F. Scott Fitzgerald, *The Great Gatsby*.
- William Faulkner, “That Evening Sun.”
- Ernest Hemingway, “The Snows of Kilimanjaro.”
- Sherwood Anderson, *Winesburgh, Ohio* (“The Book of the Grotesque,” “Loneliness”).
- Arthur Miller, *The Crucible*.
- Ralph Ellison, *Invisible Man*.
- Maxine Hong Kingston, *The Woman Warrior*.

Highly Recommended

In addition to the prefaces to the editions recommended, the following books are also of great interest:

- Alba, Richard D. *Ethnic Identity: The Transformation of White America*. New Haven: Yale University Press, 1990.
- Baker, Houston A., Jr., ed. *Three American Literatures: Essays in Chicano, Native American, and Asian American Literatures for Teachers of American Literature*. New York: MLA, 1982.
- Berkowitz, Gerald M. *American Drama of the Twentieth Century*. London: Longman, 1992.
- Bradbury, Malcolm. *The Modern American Novel*. 2nd ed. New York: Viking Press, 1993.
- Dickstein, Morris. *Gates of Eden: American Culture in the Sixties*. Cambridge, Mass.: Harvard University Press, 1997.
- Gates, Henry Louis, Jr., ed. *Ethnicity, Modernism, and Modernity*. New York: Oxford University Press, 1995.
- Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. London: Routledge, 1988.
- Klinkowitz, Jerome. *Literary Disruptions: The Making of a Post-Contemporary American Fiction*. 2nd ed. Urbana: University of Illinois Press, 1980.
- Krasner, David, ed. *A Companion to Twentieth-Century American Drama*. Oxford: Blackwell, 2004.
- Lee, Brian. *American Fiction, 1865-1940*. London: Longman, 1988.
- Lutz, Tom. *Cosmopolitan Vistas: American Regionalism and Literary Value*. Ithaca: Cornell University Press, 2004.
- Rubin, Louis D., et al., eds. *History of Southern Literature*. Baton Rouge: Louisiana State University Press, 1985.
- Smith, Susan H. *American Drama: The Bastard Art*. Cambridge: Cambridge University Press, 1997.
- Wagner-Martin, Linda. *The Modern American Novel, 1914-1945: A Critical History*. Boston: Twayne, 1990.
- Watson, Steven. *The Harlem Renaissance: Hub of African-American Culture, 1920-1930*. New York: Pantheon, 1996.
- Waugh, Patricia. *Metafiction: The Theory and Practice of Self-Conscious Fiction*. London: Methuen, 1984.

In-class activities:

- Lectures: presentation and analysis of topics and units.
- Practical commentaries: discussion of specific questions and problems related to the set readings.

Teacher-guided activities:

- Advise concerning written essays and oral presentations
- Problem-solving sessions related to both the contents and the evaluation process
- Seminars (optional)

Students' work:

Students are required to read the texts before in-class lectures. Please remember that this is a *requisite*, not a suggestion, since class participation accounts for a part of the final mark. Students should also discuss the texts among them, especially before making presentations, whether in class or in seminars. They are also encouraged to use both reference materials (whether in paper or multimedia) and some basic bibliography.

Methodological description

Activities	In-class (A)	Teacher-guided (B)	Student's work (C)	Total (A+B+C)	Percentage ECTS
Lectures	40	–	30	70	30'7%
Practical Exercises	10	20	60	90	39'5%
Students' work	0	0	30	30	13'15%
Tutorials for essays and presentations	0	20	15	38	16'6%
TOTAL	50	40	135	225	100%

X. ASSESSMENT CRITERIA

American Literature I involves the following responsibilities on the student's part:

- ❖ **Written Assignments:** There will be four *compulsory* papers, two reports (800–1000 words) on the bibliographical material below, plus another two (around 1300 words) focusing on any of the set readings. The latter will also be the subject of the oral presentations (to be done in due course).
- ❖ **Final Exam:** A compulsory final examination that will include two text commentaries from the set readings.
- ❖ **Class Participation:** Regular and active class participation—including, of course, doing the readings—is essential, and amounts to an important part of your grade. Class participation obviously includes class attendance (if you're not there, you're not participating).

Essays and reports. Both reports and essays are to be submitted in paper, **not** by email. Email submission will be silently ignored and will amount to a non-submission. The same will happen if a report or an essay is submitted after the deadline. The deadlines for the different assignments are as follows:

Report 1: November 21, 2009.

Essay 1: December 18, 2009.

Grading. Final grades will be based on the following:

Papers and oral presentation (40%)

Final exam (45%)

Tutorials and class participation (15%)