

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

**I. DATA**

Subject: AMERICAN LITERATURE I	
Code: 65003	
Characteristics: COMPULSORY	
Year: 4º	
Group: ONLY ONE	
Time: ANNUAL	
Department: MODERN PHILOLOGY	
Degree: ENGLISH PHILOLOGY	
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**II. CREDITS**

ECTS credits: 9
Hours: 225

**III. SCHEDULE**

Lectures: Thursdays 11:30-13:30; Fridays 12:30-13:30
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 17th-, 18th- and 19th-century American literature, from the earliest samples of native myths and chants to the early Modernist writings of Henry James and Stephen Crane. Additionally, the “practical” aim of the course encourages the analysis of the most important literary works of those three centuries 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

- Native American Creation Myths: “This Newly Created World” (Winnebago) and “How the World Was Made” (Cherokee).
- William Bradford, *Of Plymouth Plantation* (chapter 11).
- Anne Bradstreet, “Contemplations.”
- J. Hector St. John de Crèvecoeur, “What Is an American?” (in *Letters from an American Farmer*).
- Cotton Mather, Introduction to *Magnalia Christi Americana*.
- Mary Rowlandson, Introduction and First Remove (from *The Narrative of the Captivity of Mary Rowlandson*).

- Benjamin Franklin, *The Autobiography of Benjamin Franklin* (Part One, First Section).

### Highly Recommended

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

- Bell, Michael D. *The Problem of American Realism*. Chicago: University of Chicago Press, 1993.
- Bell, Millicent, ed. *New Essays on Hawthorne's Major Tales*. Cambridge: Cambridge University Press, 1993.
- Bercovitch, Sacvan. *The Puritan Origins of the American Self*. New Haven: Yale University Press, 1975.
- Bercovitch, Sacvan. *The American Jeremiad*. Madison: University of Wisconsin Press, 1978.
- Bercovitch, Sacvan, ed. *The Puritan Imagination: Essays in Reevaluation*. Cambridge: Cambridge University Press, 1974.
- Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*, vol. 1: 1590-1820. Cambridge: Cambridge University Press, 1994.
- Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*, vol. 2: *Prose Writing, 1820-1865*. Cambridge: Cambridge University Press, 1995.
- Elliott, Emory, ed. *The Columbia Literary History of the United States*. New York: Columbia University Press, 1991.
- Emerson, Everett, ed. *Major Writers of Early American Literature*. Madison: University of Wisconsin Press, 1976.
- Franklin, Wayne. *Discoverers, Explorers, Settlers: The Diligent Writers of Early America*. Chicago: University of Chicago Press, 1979.
- Gunn, Giles, ed. *A Historical Guide to Herman Melville*. Oxford: Oxford University Press, 2005.
- Howarth, William. *The Book of Concord: Thoreau's Life as a Writer*. London: Penguin, 1983.
- Jaskoski, Helen, ed. *Early Native American Writing*. Cambridge: Cambridge University Press, 1996.
- Levine, Robert S., ed. *The Cambridge Companion to Herman Melville*. Cambridge: Cambridge University Press, 1999.
- Mathiessen, F. O. *American Renaissance*. New York: Oxford University Press, 1941.
- Mellow, James R. *Nathaniel Hawthorne in His Times*. Boston: Houghton Mifflin, 1982.
- Reynolds, David S., ed. *A Historical Guide to Walt Whitman*. Oxford: Oxford University Press, 2000.
- Robinson, Forrest G., ed. *The Cambridge Companion to Mark Twain*. Cambridge: Cambridge University Press, 1995.
- Wiget, Andrew. *Native American Literature*. Boston: Twayne, 1985.

### 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%
<b>TOTAL</b>	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%)