

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **ESTUDIOS AVANZADOS EN LITERATURA NORTEAMERICANA**

Code: 103417

Degree/Master:

**MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES  
AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y  
EDUCACIÓN B**

Year: 1

ECTS Credits: 4.0

Classroom hours: 16

Face-to-face classroom percentage: 16.0%

Study hours: 84

Online platform: <http://www.uco.es/moodle>

### LECTURER INFORMATION

Name: MARTÍN SALVÁN, PAULA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

Students should be competent in English at level B2-C1.

## COURSE DESCRIPTION

### INTENDED LEARNING OUTCOMES

CB10	To make students able to show learning abilities that allow them to continue studying in a self-directed or independent manner
CB6	To acquire knowledge that can act as the basis for the original development and/ or application of ideas mainly in research contexts.
CE6	To be able to analyse and justify (orally or in written form) advanced English literary texts.
CE7	To be able to link literary representations with historical, social and cultural facts in English speaking countries.
CG1	To know how to identify research questions and provide answers by means of developing a research project.
CG2	To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
CT1	To know how to manage the sources of scientific information and useful resources for study and research.
CT2	Development of skills for correct oral, written and graphic communication.
CT4	To be able to write and present the results of their own research in the form of a scientific article before a specialized audience.
CT5	To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

### OBJECTIVES

1. Providing students with an in-depth overview of contemporary theories on community.
2. Exploring with students the cultural history of the USA, with an emphasis on ideas of community and immunity.
3. Analysing key texts of the American literary tradition.
4. Allowing students to develop key competences regarding the reading, analysis and discussion of literary texts.
5. Promoting critical thinking on the relations between primary texts and relevant secondary texts

### CONTENT

#### 1. Theory contents

Community and Immunity in American Fiction.

1. Introduction to contemporary theories on community.
2. Community and immunity in American culture.
3. Community in American fiction: case studies (Hawthorne, Faulkner, O'Connor, Carver, Waldman).

#### 2. Practical contents

1. Analysis and discussion of key texts in the American tradition:

-Nathaniel Hawthorne, "The Gray Champion" (1835).  
 - William Faulkner, "A Rose for Emily" (1930).  
 - Flannery O'Connor, "The Displaced Person" (1955).  
 - Raymond Carver, "Cathedral" (1981).  
 - Amy Waldman, "Freedom" (2009).

2. Critical study of theoretical sources.



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### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Gender equality  
Peace, justice and strong institutions

### METHODOLOGY

#### Clarifications

Attendance to 75% of face-to-face activities is required. Students (especially part-time students) who justify their inability to attend that percentage of classroom activities will be asked to compensate for those absences in several ways to be determined by the instructor.

Classroom activity will follow a double methodology: the first two sessions will have lecture format, in which the main issues for discussion will be introduced and the guidelines for following sessions will be provided. The remaining sessions will work as seminars, in which students will have to take the lead in the discussion of specific texts, to be chosen from among the ones proposed.

#### Face-to-face activities

Activity	Total
<i>Lectures</i>	8
<i>Seminar</i>	8
<b><i>Total hours</i></b>	<b><i>16</i></b>

#### Off-site activities

Activity	Total
<i>Essay writing</i>	36
<i>Moodle activities and discussions</i>	5
<i>Reading</i>	36
<i>Tutorials</i>	7
<b><i>Total hours</i></b>	<b><i>84</i></b>

### WORK MATERIALS FOR STUDENTS

Audiovisual materials (Moodle) - [www.uco.es/moodle](http://www.uco.es/moodle)  
Dossier

#### Clarifications

A text dossier including primary and secondary sources will be available on Moodle.

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### EVALUATION

Tools	Percentage
Case studies	20%
Essay tests	60%
Oral presentations	20%

#### Period of validity for partial qualifications:

One academic year

#### Clarifications:

In order to pass this module, students will have to

- a) engage actively in class discussions about the compulsory readings (both in classroom and moodle) (20% of grade)
- b) lead the discussion on a selected text (case study) during the last two sessions in class. (20% of grade)
- c) write a short essay (5-6 pages) on a selected text. (60% of grade)

Part-time students should contact the Professor at the beginning of the course to specify the details regarding assessment.

A handout containing all the details about assessment will be circulated at the beginning of the course.

Plagiarism of any part of any of the materials presented for evaluation will be considered a serious offence and will mean an automatic "Fail" in this course.

#### Clarifications:

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### Primary sources:

(A dossier including most compulsory readings will be made available online, via Moodle)

- Nathaniel Hawthorne, "The Gray Champion" (1835).
- William Faulkner, "A Rose for Emily" (1930).
- Flannery O'Connor, "A Good Man Is Hard to Find" (1955).
- Raymond Carver, "Cathedral" (1981).
- Amy Waldman, "Freedom" (2009).

### 2. Further reading

Theories on community:

- Agamben, Giorgio. The Coming Community. Trans. Michael Hardt. Minneapolis: U of Minnesota P.
- Anderson, Benedict. Imagined Communities: Reflections on the Origins and Spread of Nationalism (1983). London: Verso, 1991.
- Badiou, Alain. Ethics : An Essay on the Understanding of Evil. Trans. & introd. Peter Hallward. London : Verso, 2002.
- Blanchot, Maurice. The Unavowable Community. Trans. Pierre Joris. Barrytown: Station Hill Press, 1988.
- Derrida, Jacques. "Faith and Knowledge: The Two Sources of 'Religion' at the Limits of Reason Alone." Acts of



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Religion. Ed. & introd. Gil Anidjar. New York: Routledge, 2002. 40-101.

- ---. The Politics of Friendship. Verso, 1997.

- Esposito, Roberto. *Communitas: The Origin and Destiny of the Community*. Trans. Timothy Campbell. Stanford: Stanford University Press, 2010.

- Kymlicka, Will. *Liberalism, Community and Culture*. Oxford: Clarendon Paperbacks, 1989.

- Miller, J. Hillis. *The Conflagration of Community: Fiction Before and After Auschwitz*. Chicago: U of Chicago P, 2011.

- ---. *Fiction and Community* Fordham UP, 2015.

- Nancy, Jean-Luc. *The Inoperative Community*. Ed. Peter Connor. Trans. Peter Connor, Lisa Garbus, Michael Holland, and Simona Sawhney. Minneapolis: U of Minnesota P, 1991.

- Taylor, Charles. *Sources of the Self. The Making of Modern Identity*. Cambridge: Cambridge UP, 1989.

On American Literature:

- Bercovitch, Sacvan. *The rites of assent: transformations in the symbolic construction of America*. New York: Routledge, 1993.

- Boxall, Peter. *Twenty-first-century fiction : a critical introduction*. Cambridge UP, 2013.

- Cunliffe, Marcus. *The Literature of the United States*. Penguin, 1991.

- Duvall, John N. *The Cambridge companion to American fiction after 1945*. Cambridge UP, 2013.

- Elliott, Emory, ed. *Columbia literary history of the United States*. New York: Columbia UP, 1988.

- Gray, Richard J. *A history of American literature*. Malden, MA: Blackwell, 2004.

- Lewis, R.W.B. *The American Adam: innocence, tragedy and tradition in the nineteenth century*. Chicago: U of Chicago P, 1959.

- Marcus, Greil and Werner Sollors, eds. *A New Literary History of America*. The Belknap P of Harvard UP, 2009.

- Ruland, Richard and Malcolm Bradbury. *From Puritanism to postmodernism : a history of American literature*. New York: Penguin, 1992.

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.



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