

**DETAILS OF THE SUBJECT****Title:** ÚLTIMAS LITERATURAS EN INGLÉS 2: AMÉRICA Y ÁFRICA**Code:** 100575**Degree/Master:** GRADO DE ESTUDIOS INGLESES**Year:** 3**Name of the module to which it belongs:** MÓDULO OPTATIVO DE LITERATURA Y CULTURA DE LOS PAÍSES DE HABLA INGLESA**Field:** LITERATURA EN LENGUA INGLESA**Character:** OPTATIVA**Duration:** SECOND TERM**ECTS Credits:** 6**Classroom hours:** 60**Face-to-face classroom percentage:** 40%**Non-contact hours:** 90**Online platform:** www.uco.es/moodle**TEACHER INFORMATION****Name:** RUIZ SANCHEZ, ANTONIO (Coordinador)**Department:** FILOLOGÍAS INGLESA Y ALEMANA**Area:** FILOLOGÍA INGLESA**Office location:** Facultad Filosofía y Letras**E-Mail:** fl2rusaa@uco.es**Phone:** 957212279**Name:** LÓPEZ SÁNCHEZ-VIZCAÍNO, MARÍA JESÚS**Department:** FILOLOGÍAS INGLESA Y ALEMANA**Area:** FILOLOGÍA INGLESA**Office location:** Facultad de Filosofía y Letras**E-Mail:** ff2losam@uco.es**Phone:** 957212279**SPECIFICS OF THE SUBJECT****REQUIREMENTS AND RECOMMENDATIONS****Prerequisites established in the study plan**

None.

**Recommendations**

None specified.

**SKILLS**

- CB1 Capable of analysis and synthesis.
- CB2 Capable of organisation and planning.
- CB3 Knowledge of a foreign language (English).
- CB4 Knowledge of ICTs for study and research.
- CB5 Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.

CB6	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
CB7	Decision making
CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB9	Ability to work in teams.
CB10	Ability to work in an interdisciplinary team.
CB11	Ability to work in an international context.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CU3	Promote habits to actively seek employment and the Capable of entrepreneurship.
CE12	Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE17	Ability to search for and analyse documentary and textual information in relation to literature and other cultural manifestations in the English language, use of bibliographic databases
CE18	Ability to apply the necessary methods of analysis for the understanding and critical reading of literary texts in the English language.
CE20	Ability to write literary analyses and critical reviews in relation to literary texts written in the English language.
CE23	Knowledge of the techniques and methods of textual criticism and editing texts in relation to written texts in the English language.
CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.
CE36	Ability to discover literature as an expressive form in its broadest scope.
CE37	Ability to relate various literary manifestations in the English language with cultural events.
CE38	Capable of literary discussion and oral exposition in the English language.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.

## OBJECTIVES

This course is an introduction to major American, Canadian literary figures from the 20th century to the present. We will also deal with important writers in English from Africa and the Caribbean.

By the end of this module you should have:

Acquired knowledge of selected texts and genres in twentieth-century selected texts

Developed analytical and critical skills through close reading of the set texts

Acquired knowledge of relevant cultural and critical contexts within which to situate the set texts

Developed strategies for reading texts within the context of twentieth-century American/Canadian and postcolonial culture

## CONTENT

### 1. Theoretical content

#### Part 1: United States and Canada

-Introduction to American literature (Postmodern and Contemporary)

- Introduction to Canadian Literature (20th century)

#### Part 2: The Caribbean and Africa

-Introduction to postcolonial literatures in English

-Introduction to Caribbean and African literature in English

-The Caribbean: Jamaica Kincaid, Derek Walcott, Jean Rhys and Grace Nichols.

-Africa: Chimamanda Ngozi Adichie, Mongane Wally Serote, Christopher Van Wyk, Nadine Gordimer and J.M. Coetzee

### 2. Practical contents

#### Part 1: United States and Canada

- Drama: David Mamet

- Poetry: Antecedents: WCW, Moore, Pound, Loy, Stein. Postmodern: New York School and Beats: Ashbery. Contemporary: Simic, Glück, Hong, Howe...

- Novel: Vonnegut

- Canada: Layton

#### Part 2: The Caribbean and Africa

Analysis and discussion of the following poems, short stories and excerpts from novels:

-Excerpts from Kincaid's *A Small Place*

-Excerpts from Jean Rhys's *Wide Sargasso Sea* and the short story "Let them Call it Jazz"

- Derek Walcott's poem "A Far Cry from Africa"
- Grace Nichols's poem "Of Course When They Ask for Poems About the 'Realities' of Black Women"
- Adichie's short stories "A Private Experience" and "The Thing Around Your Neck"
- Serote's poem "The Actual Dialogue" and Van Wyk's "In Detention"
- Gordimer's short stories "Is There Nowhere Else Where We Can Meet?" and "Six Feet of the Country"
- Excerpts from Coetzee's *Foe*

## METHODOLOGY

### General clarifications on the methodology. (optional)

Part-time students will have to write two final essays and to make an oral presentation in the teacher's office to compensate lack of attendance.

### Methodological adaptations for part-time students

Seminars and oral presentations are compulsory. Class attendance can be compensated with essays

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Debates</i>	15	5	20
<i>Lectures</i>	7	6	13
<i>Oral presentation</i>	10	2	12
<i>Text analysis</i>	10	5	15
<b>Total hours:</b>	42	18	60

### Not on-site activities

Actividad	Total
<i>Analysis</i>	10
<i>Reading</i>	70
<i>Self-study</i>	10
<b>Total hours:</b>	90

## WORK MATERIALS FOR STUDENTS

Dossier

### Clarifications:

Handout selected texts. Copistería

## EVALUATION

Skills	Tools		
	Discussion and analysis of compulsory readings	Oral presentations	Final written commentary
CB1	X	X	
CB10	X		
CB11		X	
CB12		X	
CB13		X	
CB14			X
CB15	X		
CB16		X	
CB17	X		
CB18		X	
CB19		X	
CB2			X
CB3		X	
CB4		X	
CB5	X	X	
CB6	X		
CB7		X	
CB8	X		
CB9		X	
CE12		X	
CE13			X
CE17		X	
CE18	X		
CE20		X	
CE23		X	
CE27			X
CE28		X	
CE29	X		
CE33	X		
CE34	X		
CE35		X	
CE36			X
CE37		X	

CE38		x	
CE44		x	
CE45		x	
CE51	x		
CE52	x		
CU1		x	
CU2			x
CU3	x		
<b>Total (100%)</b>	30%	50%	20%
<b>Minimum grade.(*)</b>	5	5	5

(\*) Minimum grade necessary to pass the subject

¿Valora la asistencia?: No

**General clarifications on instruments for evaluation:**

None

**General clarifications on evaluation and methodological adaptation for part-time students:**

-Final Written Commentary: 20%

- Seminars: 30%

-Oral presentations (in the teacher's office): 50%

**Qualifying criteria for obtaining honors:** *To obtain a minimum final mark of 9*

¿Hay exámenes/pruebas parciales?: No

**BIBLIOGRAPHY**

**1. Basic Bibliography:**

**American literature**

- Bigsby, C W. E. *Modern American Drama, 1945-2000*. Cambridge, UK: Cambridge University Press, 2000.

- Bilton, Alan. *An Introduction to Contemporary American Fiction*. U of Edinburg, 2002

- Elliot, Emory, and others, eds. *The Columbia Literary History of the United States*. New York: Columbia University Press, 1988.

- Gray, Richard J. *American Poetry of the Twentieth Century*. London: Longman, 1990.

- Hutcheon, Linda. *A Poetics of Postmodernism*. Routledge, 1992.

- Millard, Kenneth. *Contemporary American Fiction: An Introduction to American Fiction since 1970*. Oxford UP, 2000.

## Canadian Literature

- Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi, 1972.
- Frye, Northrop. *The Bush Garden: Essays on the Canadian Imagination*. Toronto: Anansi, 1971.
- Keith, W J. *Canadian Literature in English*. London: Longman, 1985.

## Postcolonial studies

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
- , eds. *The Post-Colonial Studies Reader*. London: Routledge, 1995.
- , eds. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998. [Recurso electrónico]
- Innes, Catherine L. *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge, UK: Cambridge University Press, 2007.
- Poddar, Prem, and David Johnson. *A Historical Companion to Postcolonial Literatures in English*. Edinburgh: Edinburgh University Press, 2005.

## The Caribbean

- Arnold, A J, Vera M. Kutzinski, and Ineke Phaf-Rheinberger, eds. *A History of Literature in the Caribbean*. Vols. 2 and 3. Amsterdam: J. Benjamins, 2001. [Recurso electrónico].
- DeLoughrey, Elizabeth M. *Routes and Roots: Navigating Caribbean and Pacific Island Literatures*. Honolulu: University of Hawai Press, 2007. [recurso electrónico].
- Donnell, Alison, and Welsh S. Lawson. *The Routledge Reader in Caribbean Literature*. London: Routledge, 1996.
- Irele, Abiola, and Simon Gikandi. *The Cambridge History of African and Caribbean Literature*. Cambridge: Cambridge University Press, 2004.
- Markham, Edward A. *Hinterland: Caribbean Poetry from the West Indies & Britain*. Newcastle upon Tyne: Bloodaxe, 1989. [CBUA].

## Africa

### General studies

- Attwell, David and Derek Attridge, ed. *The Cambridge History of South African Literature*. Cambridge: CUP, 2012.
- Banham, Martin, James Gibbs and Femi Osofisan. *African Theatre: Playwrights and Politics*. Bloomington: Indiana University Press, 2001.
- Banham, Martin, James Gibbs and Femi Osofisan. *African Theatre: Southern Africa*. Oxford: James Currey, 2004.
- Barnard, Rita. *Apartheid and Beyond: South African Writers and the Politics of Place*. Oxford: Oxford University Press, 2007.
- Booker, M. Keith. *The African Novel in English: An Introduction*. Oxford: James Currey, 1998.
- Cazenabe, Odile. *Rebellious Women: The New Generation of Female African Novelists*. Boulder: Lynne Rienner Publishers, 2000.
- Cooper, Brenda. *Magical Realism in West African Fiction: Seeing with a Third Eye*. London: Routledge, 1998 (ebook).
- Cornwell, Gareth and Dirk Klopper. *The Columbia Guide to South African Literature in English since 1945*. New York: Columbia University Press, 2010.
- Gallagher, Susan VanZanten. *Truth and Reconciliation: The Confessional Mode in South African Literature*. Portsmouth: Heinemann, 2002.
- Gikandi, Simon. *Encyclopedia of African Literature*. London: Routledge, 2003.
- Heywood, Christopher. *A History of South African Literature*. New York: University of Cambridge, 2004.
- Irele, F. Abiola and Simon Gikandi. *The Cambridge History of African and Caribbean Literature*. Two volumes. Cambridge: Cambridge University Press, 2004.
- Killam, Douglas. *Literature of Africa*. Westport: Greenwood, 2004.
- Olaniyan, Tejumola & Ato Quay, ed. *African Literature: An Anthology of Criticism and Theory*. Malden: Blackwell,

2007.

- Soyinka, Wole. *Myth, Literature and the African World*. Cambridge: Cambridge University Press, 2005.
- Viljoen, Hein and Chris N. van der Merwe. *Storyscapes: South African Perspectives on Literature, Space and Identity*. New York: Peter Lang, 2004.
- Woodard, Helena. *Africa-British Writings in the Eighteenth Century: The Politics of Race and Reason*. Wesport: Greenwood, 1999.
- On Doris Lessing
- Showalter, Elaine. *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*. London: Virago, 1993.

### On Nadine Gordimer

- Head, Dominic. *Nadine Gordimer*. Cambridge: Cambridge University Press, 1997.
- King, Bruce. *The Later Fiction of Nadine Gordimer*. Houndmills: Palgrave Macmillan, 1993.

### On J.M. Coetzee

- Attridge, Derek. *J.M. Coetzee and the Ethics of Reading: Literature in the Event*. Chicago: The University of Chicago Press, 2004.
- Attwell, David. *J.M. Coetzee: South Africa and the Politics of Writing*. Berkeley: University of California Press, 1993.
- Canepari-Labib, Michaela. *Old Myths-Modern Empires: Power, Language, and Identity in J.M. Coetzee's Work*. New York: Peter Lang, 2005.
- Clarkson, Carrol. *J.M. Coetzee: Countervoices*. New York: Palgrave Macmillan, 2009.
- Hayes, Patrick. *J.M. Coetzee and the Novel: Writing and Politics After Beckett*. Oxford: Oxford University Press, 2010.
- Head, Dominic. *J.M. Coetzee*. Cambridge: Cambridge University Press, 1997.
- Herbert, Marilyn, ed. *Disgrace: discusses J.M. Coetzee's Novel*. Bookclub-in-a-Book, 2005.
- Kossew, Sue. *Pen and Power. A Post-Colonial Reading of J. M. Coetzee and André Brink*. Amsterdam: Atlanta, GA, 1996.
- Kossew, Sue, ed. *Critical Essays on J. M. Coetzee*. New York: G. K. Hall & Co., 1998.
- Leist, Anton and Peter Singer. *J.M. Coetzee and Ethics: Philosophical Perspectives on Literature*. New York: Columbia University Press, 2010.
- Poyner, Jane, ed. *J. M. Coetzee and the Idea of the Public Intellectual*. Athens. Ohio UP, 2006 (ebook)
- . *J.M. Coetzee and the Paradox of Postcolonial Authorship*. Burlington: Ashgate, 2009 (ebook)
- Sikorska, Liliana, ed. *A Universe of (Hi)Stories: Essays on J. M. Coetzee*. Frankfurt: Peter Lang, 2006
- Stanton, Katherine. *Cosmopolitan Fictions: Ethics, Politics, and Global Change in the Works of Kazuo Ishiguro, Michael Ondaatje, Jamaica Kincaid, and J. M. Coetzee*. London: Routledge, 2006.
- Van der Vlies, Andrew. *J.M. Coetzee's Disgrace*. London: Continuum, 2010.
- Wright, Laura. *Writing 'Out of all the Camps': J.M. Coetzee's Narratives of Displacement*. London: Routledge, 2006.

### 2. Further reading:

None.

## COORDINATION CRITERIA

- Common skills

## SCHEDULE

Period	Activity			
	Debates	Lectures	Text analysis	Oral presentation
1# Fortnight	2.5	2	2.5	0
2# Fortnight	2.5	2	2.5	0
3# Fortnight	2.5	1	2.5	0
4# Fortnight	2	1	2.5	0
5# Fortnight	2.5	1	2.5	0
6# Fortnight	5	1	1.5	0
7# Fortnight	3	5	1	12
<b>Total hours:</b>	<b>20</b>	<b>13</b>	<b>15</b>	<b>12</b>