

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 (Coordinador)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: ala junto a Salón de actos, 2º planta despacho 2

E-Mail: paula.martin@uco.es

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URL web: <http://moodle.uco.es>

Name: RODRÍGUEZ SALAS, GERARDO

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Filosofía y Letras, Universidad de Granada

E-Mail: gerardor@ugr.es

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

Students should be competent in English at level B2.

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.

COURSE DESCRIPTION

METHODOLOGY

Clarifications

Attendance to 80% 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
<i>Total hours</i>	16

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
<i>Total hours</i>	84

WORK MATERIALS FOR STUDENTS

Audiovisual materials (Moodle) - www.uco.es/moodle
Dossier

Clarifications

A text dossier including primary and secondary sources will be left at the photocopy room at the beginning of the semester.

COURSE DESCRIPTION

EVALUATION

Tools	Percentage
Case studies	60%
Oral presentations	20%
Participation in class discussions	20%

Period of validity for partial qualifications:

One academic year

Clarifications:

In order to pass this module, students will have to

- engage actively in class discussions about the compulsory readings (both in classroom and moodle) (20% of grade)
- lead the discussion on a selected text (case study) during the last two sessions in class. (20% of grade)
- 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.

BIBLIOGRAPHY

1. Basic Bibliography

Primary sources:

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

- 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 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:



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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.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

Attendance to 80% 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.

In case scenario A, our invited lecturer (Prof. Gerardo Rodríguez Salas, U. of Granada) will be teaching online (via videoconference on the authorized platforms, Webex or BB).



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COURSE DESCRIPTION

EVALUATION

Tools	Percentage
Case studies	60%
Oral presentations	20%
Participation in class discussions	20%

Period of validity for partial qualifications (Scenario A):

One academic year

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

In order to pass this module, students will have to

- engage actively in class discussions about the compulsory readings (both in classroom and moodle) (20% of grade)
- lead the discussion on a selected text (case study) during the last two sessions in class. (20% of grade)
- 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.

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CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

Attendance to 80% 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.

COURSE DESCRIPTION**EVALUATION**

Tools	Percentage
Case studies	60%
Oral presentations	20%
Participation in class discussions	20%

Moodle Tools	Casos y supuestos prácticos	Exposiciones	Participation in class discussions
Chat			X
Tarea	X		
Videoconferencia		X	X

Period of validity for partial qualifications (Scenario B):

One academic year

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

In order to pass this module, students will have to

- engage actively in class discussions about the compulsory readings (both in videoconference sessions and chats) (20% of grade)
- lead the discussion on a selected text (case study) on one of the last two sessions through videoconference (20% of grade)
- write a short essay (5-6 pages) on a selected text, to be uploaded as a Task on moodle (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.