

**Información del Plan Docente**

<b>Academic Year</b>	2018/19
<b>Subject</b>	27826 - American Literature I
<b>Faculty / School</b>	103 - Facultad de Filosofía y Letras
<b>Degree</b>	416 - Degree in English
<b>ECTS</b>	6.0
<b>Year</b>	2
<b>Semester</b>	Second semester
<b>Subject Type</b>	Compulsory
<b>Module</b>	---

**1.General information****1.1.Aims of the course****1.2.Context and importance of this course in the degree****1.3.Recommendations to take this course****2.Learning goals****2.1.Competences****2.2.Learning goals****2.3.Importance of learning goals****3.Assessment (1st and 2nd call)****3.1.Assessment tasks (description of tasks, marking system and assessment criteria)****4.Methodology, learning tasks, syllabus and resources****4.1.Methodological overview**

The methodology followed in this course is oriented towards achievement of the learning objectives. All class activities will be complemented by group or individual tutorials that form part of the face-to-face teaching and that can also be carried out by e-mail or via Moodle. The learning process is based on the student's active participation and encourages the accurate planning of their autonomous work, which includes the writing of an optional individual essay. The learning process fosters the development of the student's analytical skills and critical thinking, reasoning and argumentation, and involves the reading of the compulsory texts in the light of the recommended bibliography and the in-class teaching.

English will be the language used in all class activities, tutorials, essays, and exams, and the literary texts shall be read in their original version.

## 4.2. Learning tasks

This is a 6 ECTS course organized as follows:

- **Theory sessions (1.2 ECTS: 30 hours).** Theory sessions (which include, for each unit, the study of the historical and cultural context, the main features of the period's literary production, the introduction to authors and texts, and the explanation of relevant critical and methodological approaches) consist of the teacher's presentation of such contents, and will be based on PowerPoint presentations and other materials available in Moodle. Student participation will be encouraged in these sessions by means of relevant questioning and prior knowledge-activating strategies.
- **Practice sessions and group seminars (1.2 ECTS: 30 hours).** Practice sessions consist of the critical analysis of the compulsory literary texts. Previous reading on the part of students is essential for the development of these sessions, which will include guided commentaries with the whole class, small group discussion, or the writing of brief individual or group analyses to be presented orally. Discussion, questions, brainstorming or role play for character analysis will also be used in order to activate theoretical and practical knowledge, reinforce basic concepts and develop synthesizing, analyzing, interpreting, relating, and expressing skills as well as attitudes such as cooperation and valuation of the work of others.
- **Individual and group tutorials (0.1 ECTS: 2.5 hours).** Tutorial attendance (alternatively, e-mail consultations or participation on the Moodle platform) is compulsory for the guided writing of essays, and optional for the rest of issues concerning the course.
- **Autonomous activities:**
  - **Compulsory readings, use of secondary sources and Moodle materials (2.8 ECTS: 70 hours).** The students' independent activities include revising the concepts studied in class, as well as reading and analyzing the compulsory texts, reading secondary sources, and visiting the Moodle page.
  - **Individual essay (0.6 ECTS: 15 hours), optional.** By the 8th week of the semester, students who choose the essay option will decide on a topic &mdash;a list of possible topics will be provided at the beginning of the course&mdash; that will be agreed upon with the teacher. No essay proposals will be accepted after that date. Students will work on the development of a working hypothesis that will be presented to the teacher by the 13th week, together with the essay outline and the selected bibliography. The completed essay will replace Part II of the global exam and will be handed in during the exam. The essay, which replaces the practical part of the course assessment, will count up to 40% of the final grade. Students who hand in the essay do not have to take Part I of the exam. A minimum of 4 out of 10 points in each of the parts &mdash;to be compensated by the other part&mdash; is required. Students who have obtained a grade of 5 out of 10 or higher in the essay but fail the final exam will be able to keep the essay grade for the September sitting. However, no new essays can be tutorised or handed in for the September exam. For more information, students will have to carefully read the guide for the elaboration of essays available in Moodle.
- **Assessment tasks (0.1 ECTS: 2.5 hours).** The global exam will take place on the day assigned by the Faculty. Students will have 2.5 hours at the most. The type of exam is described in the Assessment section of this guide.

## 4.3. Syllabus

The course will address the following topics:

### Topic 1. The colonial period

- Introduction to the historical period 1492-1765
- Native Americans and the oral tradition
- Exploration literature
- Puritanism: colonial poetry and captivity narratives
- **Readings:**
  - "The Iroquois Creation Story"
  - *The Winnebago Trickster Cycle*
  - *General History of Virginia, New England, and the Summer Isles*, by John Smith
  - *Of Plymouth Plantation*, by William Bradford
  - "The Prologue," "To My Dear and Loving Husband," by Anne Bradstreet

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- o *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*, by Mary Rowlandson

### Topic 2. The American Revolution and the beginnings of democracy

- Introduction to the historical period 1765-1829
- The Enlightenment and Revolutionary Literature
- The origins of fiction
- **Readings:**
  - o "Remarks Concerning the Savages of North America," *The Autobiography* [Part Two], by Benjamin Franklin
  - o "Rip Van Winkle," by Washington Irving
  - o *The Last of the Mohicans*, by James Fenimore Cooper

### Topic 3. The origins of American Romanticism

- Introduction to the historical period 1829-1865
- Transcendentalism
- Literature and reform: women, natives, slaves
- **Readings:**
  - o *Nature*, by Ralph Waldo Emerson
  - o *Walden*, by Henry David Thoreau
  - o *Narrative of the Life of Frederick Douglass, An American Slave*, by Frederick Douglass
  - o *Uncle Tom's Cabin*, by Harriet Beecher Stowe

## 4.4. Course planning and calendar

Theory and practice sessions (critical analysis of the compulsory literary texts) will take place in two weekly sessions, following the official schedule.

Group and individual tutorials will follow the schedule provided by the teacher, taking into account the students' class hours.

Students can write up an optional individual essay guided by the teacher taking into account the following key dates:

- Deadline for notifying the choice of subject: week 8.
- Deadline for submitting the outline and the bibliography: week 13.
- Submission of essays: during the first final exam.

The first final exam includes the submission of the optional essay and will take place on the official date assigned by the University.

### Provisional course planning

Week	Topic	Theory sessions	Practice sessions
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	Course introduction: overview of American literature	
1	Introduction to the historical period: 1492-1765	
	Native Americans and the oral tradition (I)	
2	Native Americans and the oral tradition (II)	"The Iroquois Creation Story"  <i>The Winnebago</i>  <i>Trickster Cycle</i>
3	Exploration literature	<i>General History of Virginia</i>  <i>Of Plymouth Plantation</i>
4	Puritans: colonial poetry and captivity narratives (I)	"The Prologue"  "To My Dear and Loving Husband"
5	Puritans: colonial poetry and captivity narratives (II)	"A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson"

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	Introduction to the historical period: 1765-1829	"Remarks Concerning the Savages of North America"
6	The Enlightenment and the literature of the Revolution (I)	
7	The Enlightenment and the literature of the Revolution (II)	<i>The Autobiography</i>
	II	
8	The origins of fiction (I)	"Rip Van Winkle"
9	The origins of fiction (II)	"Rip Van Winkle" <i>The Last of the Mohicans</i>
10	The origins of fiction (III)	<i>The Last of the Mohicans</i>

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11	Introduction to the historical period: 1829-1865	<i>Nature</i>
	Transcendentalism (I)	
12	Transcendentalism (II)	<i>Nature</i>
		<i>Walden</i>
	III	
13	Transcendentalism (III)	<i>Walden</i>
14	Literature and reform: women, Natives, slaves (I)	<i>Narrative of the Life of Frederick Douglass</i>
15	Literature and reform: women, Natives, slaves (II)	<i>Uncle Tom's Cabin</i>
	Conclusions	

### 4.5. Bibliography and recommended resources