



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO
**MÁSTER UNIVERSITARIO EN
ESTUDIOS INGLESES AVANZADOS:
LINGÜÍSTICA COGNITIVA,
LITERATURA Y EDUCACIÓN B**
2024/25 YEAR
**ESTUDIOS AVANZADOS EN
LITERATURA NORTEAMERICANA**



Course details

Course name: 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: <https://moodle.uco.es/>

Coordinating teacher

Name: MARTÍN SALVÁN, PAULA

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Brief description of the contents

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

Prerequisites

Prerequisites established in the study plan

None

Recommendations

Students should be competent in English at level C1-C2.

Study programme

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, Jackson, Pynchon, Carver, Waldman).

2. Practical contents

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

- Nathaniel Hawthorne, "The Gray Champion" (1835).
- Shirley Jackson, "The Lottery" (1948)
- Thomas Pynchon, "The Secret Integration" (1964).
- Raymond Carver, "Cathedral" (1981).
- Amy Waldman, "Freedom" (2009).

2. Critical study of theoretical sources.

Bibliography

Primary sources:

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

- Nathaniel Hawthorne, "The Gray Champion" (1835).
- Shirley Jackson, "The Lottery" (1948).
- Thomas Pynchon, "The Secret Integration" (1964).
- Raymond Carver, "Cathedral" (1981).
- Amy Waldman, "Freedom" (2009).

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: 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.

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.

Methodology

Clarifications

Students should obtain copies of the texts included as compulsory readings at their earliest convenience and, if at all possible, start reading them before the actual course begins.

For each unit, relevant academic articles and other additional resources will be available in moodle. 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.

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.

Methodological adaptations for students with special needs will be planned in cooperation with the UNEI (Unidad de educación inclusiva), as required.

Face-to-face activities

Activity	Total
<i>Assessment activities</i>	2
<i>Information processing activities</i>	7
<i>Oral communication activities</i>	7
Total hours	16

Off-site activities

Activity	Total
<i>Information processing activities</i>	60
<i>Information search activities</i>	24
Total hours	84

Results of the training and learning process

Knowledge, competencies and skills

- CB10 To make students able to show learning abilities that allow them to continue studying in an 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.

Assessment methods and instruments

Tools	Percentage
Means of practical execution	30%
Oral means	20%
Students assignments	50%

Period of validity for partial qualifications:

One enrollment period

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. (30% of grade)
- write a short essay (5-6 pages) on a selected text. (50% of grade)

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

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

Adaptations for students with special needs will be designed under the supervision of the UNEI.

Plagiarism and/or cheating during the performance of ANY of the assignments carried out during the course will entail instant failure. This also includes the **use of any artificial intelligence tools**. The professor reserves the right to conduct a personal interview with the students about any of the assignments carried out in the course to clarify its originality or any other relevant aspect.

Sustainable development goals

Quality education
Gender equality
Peace, justice and strong institutions

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
