

**Modern North American Literature**

Code: 100247  
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	3	1
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Teachers

Laura Gimeno Pahissa

### Prerequisites

1. Students should have passed "Literatura anglesa s.XX" and "19th century American Literature".
2. The students' level of English should be between C1 (advanced) and C2 (proficiency) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.
3. History and Culture of the U.S. is a necessary previous requirement to take this course.

### Objectives and Contextualisation

Literatura nord-americana moderna (Modern American Literature) provides an overview to the fiction and poetry written by American authors during Modernism. The subject involves the reading, analysis, debate and interpretation of the selected works.

On successfully completing Literatura nord-americana moderna, students will be able to:

- Demonstrate a good level of reading knowledge as regards the key literary works of American Modernism.
- Produce literary criticism through essays and presentations.
- Use the resources of any university library relating to material on the literature of American Modernism.
- Express an informed opinion on the literary texts studied throughout this course.

## Competences

### English Studies

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### English and Catalan

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
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- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### English and Classics

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.

- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### English and Spanish

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### English and French

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Learning Outcomes

1. Analysing and interpreting in a basic level literary texts in English of periods preceding the contemporary era.
2. Analysing and interpreting texts in a medium level about the literary genres and literary criticism in English.
3. Appropriately place literary texts in English of periods preceding the contemporary era in their corresponding linguistic context.

4. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding historical and cultural context.
5. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding linguistic context.
6. Carry out oral presentations in English about topics related to literary texts in English of periods preceding the contemporary era.
7. Carrying out oral presentations in English about topics related to literary texts in English of periods preceding the contemporary era.
8. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
9. Compare in a medium level the methodologies of literary criticism in English.
10. Comparing in a medium level the methodologies of literary criticism in English.
11. Contextualize literary texts in contemporary times before in its corresponding English language environment.
12. Demonstrating a sound knowledge about the topics related to the study of literature and culture.
13. Describing the historical and thematic evolution of the literary text in English of periods preceding the contemporary era.
14. Distinguish the main ideas from the secondary ones and summarising the contents of contemporary literary texts in English.
15. Distinguishing the main ideas from the secondary ones and summarising the contents of literary texts of periods preceding the contemporary era.
16. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts related to the English literature of periods preceding the contemporary era.
17. Draw up brief argumentative essays or text comments in English about topics related to literary texts in English of periods preceding the contemporary era.
18. Drawing up brief argumentative essays or text comments in English about topics related to literary texts in English of periods preceding the contemporary era.
19. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
20. Identifying the main currents, authors, genres and texts of the main literary texts in English of periods preceding the contemporary era.
21. Localise secondary academic sources in the library or on the Internet related to the English literature of periods preceding the contemporary era.
22. Localising secondary academic sources in the library or on the Internet related to the English literature of periods preceding the contemporary era.
23. Make judgements of value in relation to the literary criticism in English associated with the English literature of periods preceding the contemporary era.
24. Making judgements of value in relation to the literary criticism in English associated with the English literature of periods preceding the contemporary era.
25. Participating in face-to-face and virtual debates in English about topics related to literary texts in English of periods preceding the contemporary era.
26. Summarise the content of primary and secondary academic sources related to the English literature of periods preceding the contemporary era.
27. Summarising the content of primary and secondary academic sources related to the English literature of periods preceding the contemporary era.

## Content

The course is divided into five units

Unit 1 Henry James: *Washington Square*

Unit 2 Ernest Hemingway: *A Farewell to Arms*

Unit 3 F.S. Fitzgerald: *The Great Gatsby*

Unit 4 Nella Larsen: *Passing*

Unit 5 Modernist poetry: Robert Frost, Langston Hughes, Marianne Moore, Edna St Vincent Millay etc.

For the first five set texts, please procure an annotated edition with notes and introduction, such as Oxford World's Classics or Penguin Classics.

## Methodology

1. The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.
2. Lectures will be based on in class discussion and analysis of the historical, cultural and literary background of the US during the first half of the 20th century. Texts will be discussed in class and this is why students should have read them well in advance.
3. Studying literature involves a deep reflective reading of primary sources.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activities	50	2	16, 24, 7, 18
Type: Supervised			
Supervised activities	25	1	13, 25, 27
Type: Autonomous			
Autonomous activities	50	2	15, 20, 22

## Assessment

1. Exams (2) = 90% (2 x 45%).  
The first exam will take place by mid November and the second one just before the Christmas holidays.
2. Class participation = 10% (in-class debates and forums).
3. PLEASE NOTE:
  - All the subjects in this degree follow continuous assessment.
  - Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 45% of the assessment items.
  - The student's command of English will be taken into account when marking all exercises and for the final mark.

-Re-assessment conditions:

Re-assessment for this subject requires a content-synthesis test, for which the following conditions are applicable:

- The student must previously have submitted a minimum of two-thirds of the course-assessment items.
- The student must previously have obtained an average overall grade equal to or higher than 3.5.
- The student must previously have passed 45% of the subject's assessment requirements.

-The maximum grade than can be obtained through re-assessment is 5.

-The following activities are not eligible for reassessment: forums and class participation

Students can't attend the reassessment to improve their marks. If the student can't attend the exam because s/he is sick, they will have to agree on an alternative date with the teacher.

-Procedure for Reviewing Grades Awarded: On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

PLAGIARISM: In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

PLAGIARISING consists of copying text from unacknowledged sources -

whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Participation	10%	21	0.84	1, 2, 11, 4, 3, 5, 13, 15, 16, 14, 24, 19, 8, 7, 6, 20, 25, 26
Written assessment 1	45%	2	0.08	1, 2, 10, 9, 11, 4, 3, 5, 12, 13, 15, 16, 14, 24, 23, 19, 8, 20, 22, 21, 25, 18, 17, 27, 26
Written assessment 2	45%	2	0.08	1, 2, 10, 9, 11, 4, 3, 5, 13, 15, 16, 14, 24, 23, 19, 8, 20, 22, 21, 25, 18, 17, 27, 26

## Bibliography

### READINGS

1. Henry James, *Washington Square*

Penguin edition. ISBN: 9780141441368

Oxford edition. ISBN: 9780199559190

2. Ernest Hemingway, *A Farewell to Arms*

Vintage edition. ISBN: 9780099273974

3. F.S.Fitzgerald, *The Great Gatsby*

Penguin edition. ISBN: 9780141182636

Oxford edition. ISBN: 9780199536405

4. Nella Larsen, *Passing*

Penguin edition. ISBN: 9780142437278

5. Seleccions de poesia modernista

SECONDARY BIBLIOGRAPHY

(More specific bibliography will be provided during the semester)

Biggsby, Christopher. *The Cambridge Companion to Modern American Culture*. Cambridge: Cambridge University Press, 2006.

Cowley, Malcolm. *Exile's Return: A Literary Odyssey of the 1920s*. New York: Penguin, 1994.

Gray, Richard J. *A History of American Literature*. Malden, MA: Blackwell, 2004.

Lewis, Pericles. *The Cambridge Introduction to Modernism*. Cambridge: Cambridge University Press, 2007.

Mitchell, Angelyn (ed). *Within the Circle: An Anthology of African American Literary Criticism from the Harlem Renaissance to the Present*. Durham: Duke University Press, 1994.

Showalter, Elaine. *A Jury of Her Peers: American Women Writers from Anne Bradstreet to Annie Proulx*. London: Little, Brown Book Group, 2010.

Sollors, Werner (ed.). *A New Literary History of America*. Cambridge, MA: Belknap Press of Harvard University Press, 2009.

Digital sources: requires library access with NIU.

*The Cambridge Companion to North American Literature*

*The Cambridge Companion to Henry James*

*The Cambridge Companion to F Scott Fitzgerald*

*The Cambridge Companion to Hemingway*

*The Cambridge Companion to the Harlem Renaissance*

*The Cambridge Companion to American Poets*

*The Cambridge Companion to Robert Frost*

*The Cambridge Companion to William Carlos Williams*

Open sources:

<https://mantex.co.uk/henry-james-web-links/>

<https://www.history.com/topics/roaring-twenties/harlem-renaissance>

<https://www.robertfrost.org/>

<https://morningside.libguides.com/hemingway/online>

<https://www.shmoop.com/f-scott-fitzgerald/websites.html>

**Software**

Not applicable