



## COURSE DATA

### DATA SUBJECT

**Code:** 35353  
**Name:** Monographic course in American literature  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Monograph on English literature	ELECTIVES
1000 - Degree in English Studies	Monograph on English literature	ELECTIVES

### COORDINATION

BRIGIDO CORACHAN ANA MARIA

## SUMMARY

Delving into a selection of American short stories, novels, poems, and films, this course will examine the concepts of space and travel in North America. We will embark on a road trip that will cross a wide variety of urban and rural territories, following the historical and literary journeys of Native American communities, settler pioneers, explorers, travelers, tourists, immigrants, misfits, and smugglers, among others. We will focus on classic tropes such as the road, the map, the migration trail, the inner quest, the tourist site, the border, or the crossroads encounter. Through our critical journey, we will examine the networks of power that have traditionally constructed the spaces of the Americas while we identify potential sites of resistance that reconfigure and open up borders and spaces of representation for all human and other-than-human groups.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.



## OTHER REQUIREMENTS

3.1. Restrictions: None

3.2. Recommended previous knowledge: Recommended English language level: C1/C2

## COMPETENCES / LEARNING OUTCOMES

### 1000 - Degree in English Studies

Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguist diversity and multiculturality.

Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).

Have and apply general knowledge in humanistic areas related to this field of study.

Know and apply the currents and methodologies of literary theory and criticism.

Relate geographical and historical aspects and the most relevant institutions in the Anglophone world to contemporary society and culture.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

## DESCRIPTION OF CONTENTS

**1. The Journey in North American Literature and Film.**

**2. Westward Expansion: Explorers, Pioneers, and Settler Colonialism.**

**3. Native American Movements and Territories.**

**4. Americans Abroad. Travelers and Expats in Europe.**



**5. Transnational Mobility, Hemispheric Spaces, Migratory Routes**

**6. Transnational Mobility, Hemispheric Spaces, Migratory Routes.**

**7. The Tourist Gaze and the American Dream Revisited.**

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	40,00
Preparation of lessons	20,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY**

Participative lectures, student-led presentations, debates, and practical seminars following the main tenets formulated by the Consolidated Teaching Innovation Group at the University of Valencia: NAPCED. Critical Pedagogy, Literature, and Intermedial Communication (Ref. GCID23\_2580121). We also seek to raise awareness over several ODS such as ODS 1, ODS 4, ODS 5, ODS 10, ODS 11, ODS 16 and ODS 17.

This course will be part of the Teaching Innovation Project PIEC: ¿NAPCED 4.2. Development of Critical-Creative Thinking and Literary and Intermedial Analysis in Collaborative Digital Environments¿ (Ref. 3340732), funded by the Office of the Vice-Rector for Teaching Transformation and Continuing Education at the University of Valencia during the 2024¿2025 academic year.



## EVALUATION

### \*Assessment in the FIRST CALL:

#### **ASSESSMENT TYPE A: For students who attend class and participate regularly**

- a) Final Essay, reading responses and/or quizzes ¿ 50%
- b) Student Presentation ¿ 30%
- c) Participation: activities and debates ¿ 20%

#### **ASSESSMENT TYPE B:**

Students who fail to take the mandatory responses/quizzes and/or who have not participated in a regular or satisfactory manner by November 1<sup>st</sup> will take a comprehensive **final examination** on the official exam date. This final examination will have a theoretical and a practical component and will be worth 100% of the grade. It can be an oral or written examination.

#### **Assessment Criteria**

The aim of the final essay, responses, quizzes, and graded participation is:

- 1) to assess the students¿s assimilation of knowledge and concepts imparted during lectures and
- 2) to assess their understanding of and critical response to texts studied in class as reflected in the ability to manage the appropriate methods and techniques of analysis

**The ability to communicate at the C1+ (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.**

Students should be aware that **plagiarism or the use of AI** in the final paper, in their critical responses, presentation, and/or activities will result in a failing grade for the module. You need to cite all your sources using a standard citation style such as MLA or APA. You must include in-text parenthetical citations and a full bibliography.

### \*Assessment in the SECOND CALL:

For students who chose Assessment Type A: The participation and presentation marks will be carried over



to the second call. They cannot be retaken for the second call because they are part of a continuous assessment system. Assessment Type B students have to take the full comprehensive exam.

## REFERENCES

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- Bhabha, Homi K. *The Location of Culture*. London: Routledge, 2002
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- Campbell, Neil. "Road Narratives and Western Identity." *Western American Literature*, vol. 36, n. 3, 2001, 279-290
- Clifford, James. *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press, 2002
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- Holladay, Hilary, and Robert Holton, eds. *What's your road, man?: critical essays on Jack Kerouac's On the road*. SIU Press, 2009.
- Huhndorf, Shari M. *Going native: Indians in the American cultural imagination*. Cornell University Press, 2015.
- Kolodny, Annette. *The Lay of the Land. Metaphor as Experience and History in American Life and Letters*. The University of North Carolina Press, 1975.
- Krupat, Arnold, *Ethnocriticism: Ethnography, History, Literature*. Berkeley: University of California Press, 1992
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- Lauter, Paul. *A Companion to American Literature and Culture*. Wiley-Blackwell, 2010.
- Martinez, Manuel L. *Countering the Counterculture: Rereading Postwar American Dissent from Jack Kerouac to Tomás Rivera*. U. of Wisconsin Press, 2003.
- Momaday, N. Scott. *The Man Made of Words. Essays, Stories, Passages*. St. Martins Press, 1997.
- Rio, David and Conway, C. Introduction: The Case for Transnationalism in the American Literary West. *Western American Literature* 54.2 (2019): ix-xiv.
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- Thomas, Nail. *The Figure of the Migrant*. Stanford University Press, 2015.