



**COURSE DATA**

**DATA SUBJECT**

**Code:** 44244  
**Name:** North-American fiction of resistance: History, memory and trauma  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2243 - Master's Degree in Advanced English Studies	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2243 - Master's Degree in Advanced English Studies	North-American fiction of resistance: History, memory and trauma	COMPULSORY

**COORDINATION**

HABA OSCA JULIA

**SUMMARY**

Remembering the dark sides of America's past and bearing witness to these painful memories has been an exceptional responsibility for many American writers since the nation's origins. This course aims to study the ways in which American writers of the twentieth and twenty-first centuries have explored some of the most traumatic events in U.S. history and how they have understood the national psychological wounds stemming from these experiences. Thus, issues such as the long-term effects of legal exclusion and discrimination suffered by racially marked communities (Native Americans, African Americans, Asians and Latinos, among others), as well as the devastating effects of the Holocaust, the attacks of 9/11 and Hurricane Katrina, will be analyzed, using the concept of trauma and his cultural work developed by Freud. Cathy Caruth, Dominick LaCapra and Shoshana Felman, among other innovative critics. If it is understood that the modern theme is inseparable from the categories of shock and trauma, the texts chosen for the course will show how Americans have faced the repeated and uncontrollable consequences that linger long after the precipitating causes of these personal and national disruptions. political and cultural contexts in which they emerged, as well as the narrative strategies and techniques used by their authors to confront, represent and preserve specific traumatic stories and memories on both a personal and collective level.

**PREVIOUS KNOWLEDGE**

**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**

It is highly recommended that students have a sufficient knowledge of English to be able to read and understand the primary and secondary texts required for the subject.

**COMPETENCES / LEARNING OUTCOMES****2196 -**

Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both



specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

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**DESCRIPTION OF CONTENTS**

- 1. DEFINING THE TRAUMA, SPEAKING THE UNSPEAKABLE / WRITING THE UNSPEAKEABLE. THE MEMORY OF SLAVERY. THE BLACK ATLANTIC, THE MIDDLE PASSAGE AND SOCIAL DEATH IN AMERICA  
Toni Morrison's A Mercy
- 2. TRAUMA, SELF-LOSS AND FICTION: SURVIVAL, MEMORY AND WRITING  
Marilynne Robinson's Housekeeping
- 3. TRAUMA AND MEMORY OF NATIVE AMERICANS: COLONIZATION, ELIMINATION, AND CONTEMPORARY RESISTANCE  
Leslie Marmo Silko's Ceremony
- 4. MEMORY OF THE EXCLUSION OF ASIAN AMERICANS IN THE LAND OF THE FREE  
Theresa Cha's Dictée
- 5. THE MEMORY WAR EXPERIENCE FROM THE HOLOCAUST TO THE VIETNAM WAR  
Art Spiegelman's The Complete Maus: A Survivor's Tale
- 6. THE AMERICAN TRAUMATIC SELF IN THE EARLY 21ST CENTURY: 9/11  
Don DeLillo's Falling Man

**Learning outcomes**

Students will be able to critically read texts by twentieth- and twenty-first-century North American writers, analyzing and explaining them in relation to key issues in the cultural and political debate on American historical memory.

They will be able to integrate the knowledge acquired and engage in reflection on similar texts that have responded to the hegemonic representation of American reality, with particular emphasis on the one shaped by the historical cataclysm represented by the terrorist attacks at the beginning of the third millennium.

Understanding and appreciating, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	24,00



	<b>Total hours</b>	<b>24,00</b>
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### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	31,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>51,00</b>

### TEACHING METHODOLOGY

TM1 Introduction of theoretical content through lectures, with IT support where relevant

TM2 Pair or group work

TM3 Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries)

TM5 Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres)

TM6 Individual paper (design and development of a project for its oral or written presentation)

TM7 Group paper (joint design and development of a project for its oral or written presentation. Negotiation of topic, paper organization, distribution of tasks, joint writing and revising)

### EVALUATION

#### ASSESSMENT OF THE FIRST CALL

Assessment of competences through a written project 100%

1 PAPER (1,500-2,000 words)

This work will try to analyze and contrast two texts studied in class.

The work must use a theoretical framework and follow the conventions of academic writing.

#### THE SECOND CALL

Assessment of competences through a written project 100%

1 PAPER (1,500-2,000 words)

This work will try to analyze and contrast two texts studied in class.

The work must use a theoretical framework and follow the conventions of academic writing.



**IMPORTANT:** Intellectual honesty is vital in academic communities and for the fair assessment of students' work. All work submitted for this course must be the student's own original work. Assignments involving fraudulent collaboration will not be accepted, in accordance with the "Protocol on dealing with fraudulent practices at the University of Valencia", approved by the Governing Council on 14 July 2020. ACGUV 123/2020. The use of artificial intelligence tools shall comply with the provisions of the "Guidelines for the responsible use of artificial intelligence (AI) in teaching and assessment activities at the University of Valencia" or any regulations that may replace them.

Both the exam and practical exercises must be free from spelling and grammatical errors. Each spelling, punctuation, or expression mistake will result in a deduction from the final grade, which may lead to a failing mark.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

## REFERENCES

### Core

Cha, Theresa. *Dictee*. Berkeley: University of California Press, 1992.

DeLillo, Don. *Falling Man*. New York: Scribner, 2008. Morrison, Toni. *Mercy*. New York: Knopf, 2008

Robinson, Marilynne. *Housekeeping*. London: Faber & Faber, 1991.

Silko, Leslie Marmo. *Ceremony*. New York: Penguin Books, 1986.

Spiegelman, Art. *The Complete Maus: A Survivor's Tale*. London, New York et al.: Penguin, 2003.

### Supplementary

Blanchette, Sarah. *Critiquing Psychiatry, Narrating Trauma: Madness in Twentieth-Century North American Literature and Film*. ProQuest Dissertations & Theses, The University of Western Ontario (Canada), 2020.

Buckley, Meaghen. *The aesthetics of language, body and idstancing in dramatherapeutic trauma work*. *Dramatherapy*; Bristol 44, 2-3, 2023.

Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative and History*. Baltimore & London: The Johns Hopkins UP, 1996.

Dowd, Tess. *Trauma Narratives in Life and Literature*. ProQuest Dissertations & Theses, Missouri State University (United States of America), 2022.



Hirsch, Marianne. *Family Frames: Photography Narrative and Postmemory*. Cambridge, MA: Harvard University Press, 1997.

Izard, Bekah D. *Steps Toward Healing from the Possessive Other: The Vital Role of Fantastical Literature in Trauma Theory*. ProQuest Dissertations & Theses, Chapman University (United States of America), 2023.

LaCapra, Dominick. *Representing the Holocaust: History, Theory, Trauma*. Ithaca & London: Cornell UP, 1994.

LaCapra, Dominick. *History and Memory After Auschwitz*. Ithaca & London: Cornell UP, 1998.

Nanda, Aparajita & Bray, Peter (eds). *The strangled cry: The communication and experience of trauma*, 2013.

Sparks, Deanne Michelle. *Indigenizing the Outbreak Narrative: How Lee Maracle, Richard Van Camps, and Cherie Dimaline Critique Settler Colonialism and Medical Racism*. ProQuest Dissertations & Theses, The University of North Dakota (United States of America), 2022.

Tal, Kalí. *Worlds of Hurt: Reading the Literatures of Trauma*. Cambridge, England & New York: Cambridge UP, 1996.