

## *American Literature 2: Twentieth Century US Literature*

<b>Section A: Headline Information</b>	
<b>Module title</b>	American Literature 2: Twentieth Century US Literature
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Dr Simon Workman
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	3
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, tutorials, web facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 2 of the programme or equivalent.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators must have a minimum Level 9 qualification in English.
<b>Maximum number of learners per module</b>	35
<b>Duration of the module</b>	1 semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall, small group-work Room, IT facilities and library.
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101: Research, contribution to group Presentation: 20 hours Essay research and prep 30 hours Self-directed Reading 51 hours			125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				100%				100%		

### Section B: Module Descriptor

#### Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

This module will explore the remarkable variety of US literature produced in the period between the end of World War One and the first decade of the 21<sup>st</sup> century. It will consider how key writers contributed to American literary history in the twentieth century, and how work responded to the socio-economic and political transformations that characterised the period. It will also engage with the generic and aesthetic evolution of American art and writing.

The module will provide a natural companion piece to the 'American Literature 1' course taken in Stage 3, and is designed to develop themes and concepts covered in this module. Several texts and contexts explored in the module will resonate with territory covered in the Stage 4 'Europe and American post 1945' history module.

Learners' contribution to a Group Presentation will develop existing communication

	skills, and their creative thinking, flexibility and collaborative practice.
<b>Module Aims and Objectives</b>	The module aims to chart the development of US literature through seminal novels and poems and the evolution of these forms through periods of literary modernism, post-World War Two writing and postmodernism. It aims to understand how texts engaged with key historical contexts and political movements, including: the Civil Rights movement, the series of US wars in Europe, Vietnam and the Middle East, post-war counter cultural movements, the proliferation of neoliberal capitalism and its attendant cultural effects.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of selected texts and genres in twentieth and twenty-first-century US literature and further enhance their analytical and critical skills through close reading of the set texts. (MIPLO 1, 3, 4, 5)</li> <li>2. Display an understanding of key critical and literary concepts in their American context. (MIPLO 2, 4, 5)</li> <li>3. Develop strategies for critically reading texts within the context of US society and culture. (MIPLO 2, 3, 4, 7)</li> <li>4. Deeply engage with core themes of the course through classroom discussion and debate and cogently communicate information through oral/written presentation. (MIPLO 3, 6, 7, 8)</li> </ol>
<b>Information Provided to Learners about the Module</b>	College Prospectus specifies module name, stage and ECTS.  College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.  Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.  Diploma Supplement contains module name, code, stage and ECTS.
<b>Module Content, Organisation and Structure</b>	Lectures and seminars will be organized in thematic blocks centred around the history, theorization, and critical interpretation of key texts of US Literature during this period. The module will begin by outlining some of the key terms, theories and concerns within US Literature, before outlining the origins of American Modernism, its evolution after the Second World War, and its movement towards Postmodern themes and styles in later part of the century  The following topics (and sub-topics) will addressed throughout the course of the module: <ul style="list-style-type: none"> <li>• American Exceptionalism: the evolution, reinvention and subversion of ‘America’ as a socio-cultural construct and national ideal.</li> <li>• Representing and contesting war in American literary culture.</li> <li>• Radical literary movements in the US: ‘The Harlem Renaissance’, The Beat Generation, the Southern Renaissance (particularly the Southern Gothic), the Postmoderns.</li> <li>• Writing from the margins: Race and gender in 20<sup>th</sup> century US literary culture.</li> <li>• Culture and Capital – the ways in which capitalism is constitutive of American</li> </ul>

	<p>social structures and cultural forms.</p> <p>Each theme/text will be discussed in the form of seminars; the lecturer will begin by providing relevant historical, cultural, and critical context, before learners engage in detailed critical analysis of primary texts and group debate. This will encourage the exploration of a range of interpretative positions of the literature under discussion</p>
<p><b>Module Teaching and Learning Strategy</b></p>	<p>The maximum number of learners taking this module will be 35; this will allow for a good balance of small and large group discussion as well as occasional one-to-one feedback. Lectures will be conducted using Microsoft PowerPoint and supplemented with digital resources to facilitate learning outside the classroom.</p> <p>The module will require Learners to practice detailed textual analysis so that, by the end of the course, they will have developed a detailed knowledge of the distinctive aesthetics of key writers covered.</p>
<p><b>Work-Based Learning and Practice-Placement</b></p>	<p>N/A</p>
<p><b>E-Learning</b></p>	<p>Learners will have access to class notes, PowerPoints, and relevant articles and documents on Moodle, which will act as the digital interface for the course. Essays will be returned digitally using Turnitin feedback system.</p> <p>Moodle interface will be used to upload digital recording of Group discussion assignment.</p> <p>A range of weblinks will also be accessible through Moodle, including documentaries, archival recording, and links to other primary sources of relevance to the course. This will facilitate learning outside the classroom and encourage learners to develop their sense of cultural context for the texts being considered.</p>
<p><b>Specifications for Module Staffing Requirements</b></p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p><b>Module Summative and Formative Assessment Strategy</b></p>	<p><b><u>Summative:</u></b></p> <p><b>Essay (70%) (MIMLO 1,2,3,)</b> Learners will be asked to write a 1,750-2,000-word essay. Essay titles should be related to the core themes of the course but generated by individual Learners with guidance from the lecturer.</p> <p><b><i>Continuous Assessment (MIMLO 2,4)</i></b> <b>Presentation: (30%) (MIMLO 4)</b> A group presentation delivered at a seminar, followed by uploading of short synopsis of presentation (750 words) and presentation slides onto Moodle database.</p> <p><b><u>Formative:</u></b> Learners will be required to submit an essay plan to the lecturer who will provide</p>

	feedback and direction.
<b>Sample Assessment Materials</b>	<p><b><u>Sample Essay Question (as developed by Learner and Lecturer)</u></b></p> <p>One understanding of American exceptionalism defines it as an ideology that comprehends America as unique among the world's nations and qualitatively different in relation to its forms of democracy and its protection of freedoms. Critically evaluate how any two or more texts on the course engage with this understanding of American exceptionalism</p> <p><b><u>Group Presentation and Database upload</u></b></p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> <li>• Evidence of productive collaboration (20%)</li> <li>• Appropriateness of material, depth of research, and efficacy of presentation (30%)</li> <li>• Precision and conciseness in summarising group presentation (30%)</li> <li>• Proficiency in uploading discussion onto Moodle interface (10%)</li> </ul>
<b>Reading Lists and Other Information Resources</b>	<p><b><u>Essential Reading:</u></b></p> <p>Indicative primary reading for the course is as follows:</p> <p>Foster Wallace, David, <i>Infinite Jest</i> (1996)</p> <p>Ginsberg, Alan, <i>Howl and Other Poems</i> (1956)</p> <p>Hughes, Langston, <i>Selected Poems of Langston Hughes</i>, (US: Knopf Doubleday Publishing Group, 2011)</p> <p>McCarthy, Cormac, <i>The Road</i> (2006)</p> <p>Morrison, Toni, <i>Beloved</i> (1987)</p> <p>O'Connor, Flannery, <i>A Good Man Is Hard to Find and Other Stories</i> (1955)</p> <p>Scott Fitzgerald, F., <i>The Great Gatsby</i> (1925)</p> <p><b><u>Other Reading:</u></b></p> <p><b><u>The list below will be supplemented with articles relevant to individual texts/themes</u></b></p> <p>Bradbury, Malcolm and Howard Temperley, (eds), <i>Introduction to American Studies</i>, 3<sup>rd</sup> edn (London: Longman, 1998)</p> <p>Campbell, Neil and Alasdair Kean, <i>American Cultural Studies</i> (London: Routledge, 1997)</p> <p>Giles, Paul, <i>The Global Remapping of American Literature</i> (US: Princeton University Press, 2011)</p> <p>Godden, Richard, <i>Fictions of Capital: The American Novel from James to Mailer</i> (Cambridge: Cambridge University Press, 1990)</p> <p>Gray, Richard, <i>A History of American Literature</i> (London: Wiley-Blackwell, 2004)</p>

	<p>Levander, Caroline F., <i>Where is American Literature?</i> (London: Wiley, 2013)</p> <p>Maier, Pauline at al, <i>Inventing America: A History of the United States, Vol.2</i> (New York: Norton, 2006)</p> <p>McDonald, Gail, <i>American Literature and Culture 1900-1960</i> (Oxford: Blackwell, 2007)</p> <p>Mitchell, Jeremy and Richard Maidment, eds., <i>The United States in the Twentieth Century: Culture</i> (Hodder and Stoughton, 1994)</p> <p>Moreley, Catherine, <i>Modern American Literature</i> (UK: Edinburgh University Press, 2012)</p> <p>Stoneley, Peter and Cindy Weinstein, (ed), <i>A Concise Companion to American Fiction 1900-1950</i> (London: Blackwell, 2008)</p> <p>Ruland, Richard and Malcolm Bradbury, <i>From Puritanism to Postmodernism: A History of American Literature</i> (London: Penguin Books, 1991)</p> <p>Tallack, Douglas, <i>Twentieth-Century America: The Intellectual and Cultural Context</i> (London: Longman, 1991)</p> <p>Yannella, Philip, <i>American Literature in Context after 1929</i> (London: Wiley-Blackwell, 2011)</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Medium/Small sized room for lectures/seminars and tutorials. Relevant IT equipment (Projector, computer, speakers etc.) and WIFI.</p>