

CULTURAL MATERIALISM AND NORTH-AMERICAN LI

Introducción a la investigación en Literaturas en Lengua Inglesa, desde la Edad Media hasta el Siglo XXI

MODULE Módulo	SUBJECT Materia	YEAR Curso	SEMESTER Semestre	ECTS	TYPE Carácter
Literature	Cultural Materialism in North-American Literature	2019-2020	1	5	Elective
PROFESSOR/ Profesor(es)		CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)			
Dr. Mauricio D. Aguilera Linde		Dpto. de Filologías Inglesa y Alemana Facultad de Filosofía y Letras Campus Universitario de Cartuja s/n 18071 Granada Office 20 958241000 ext. 20240 aguilera@ugr.es			
		HORARIO DE TUTORÍAS			
		Mondays and Wednesdays: 15:30-17:30; Tuesdays: 19:00-20:00			
MASTER WHERE IT IS OFFERED/ Máster en el que se imparte		OTROS MÁSTERES A LOS QUE SE PODRÍA OFERTAR			
Máster Universitario en Literatura y Lingüística Inglesas Master in English Literature and Linguistics					
PREREQUISITES AND/OR RECOMMENDATIONS Prerrequisitos y/o recomendaciones (si procede)					
Minimum level of English: C1					
BRIEF DESCRIPTION OF COURSE CONTENTS Breve descripción de contenidos (según memoria de verificación del máster)					
THEORETICAL Artistic discourses can be analyzed as literary “sites of contest” (Raymond Williams 1973) whereby a number of different voices merge and collide. The aim of this course is not only to learn some strategies to read the ideologically dominant values (hegemony) which take up the central position of the texts, but also to unearth those marginal voices that have been muffled, silenced or simply erased. Special attention will be paid to parody as a strategy of genre-deviation (Hutcheon 2000) and to some other “reverse discourse” elements (Foucault 1978) in Americanfiction. Genre is never a fixed, immutable concept, and the principle of genre-bending plays a key role in the production of meaning of					

any literary text. Through epistemic frictions and counter-memory we resurrect violent exclusions, tensions, struggles and clashes that were erased and forgotten.

PRACTICAL

Students will be given a plethora of discourses (literary, filmic, photographic and political, among others) to apply the theoretical concepts discussed in class.

GENERAL AND SPECIFIC COMPETENCIES

Competencias generales y específicas del módulo

- CG2- To develop strategies that allow the students to carry out their learning in an autonomous, self-confident way.
- CG3- To be able to browse sources of information in a variety of different registers (oral, written , digital) and discriminate relevant ideas that may prove to be useful for their research interests.
- CG4- To master the use of new technologies as tools of both learning and circulation of ideas.
- CG5- To understand long, complex texts (either literary or belonging to any other discourse).
- CG6- To develop an ability to make a presentation of their topics of research with a clear and relevant conclusion either orally or in a written form.
- CE1- To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.
- CE2- To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.
- CE3- To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
- CE4- To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.
- CE5- To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.
- CE6- To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.
- CE7- To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.
- CE8- To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in areas of English linguistics such as lexicography, sociolinguistics and historical linguistics, among others.
- CE9- To know the principles of corpus linguistics and its different applications in various interdisciplinary fields.
- CE10- To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual teaching.

OBJECTIVES

Objetivos (expresados como resultados esperables de la enseñanza)

1. To analyze dominant/emergent/residual elements in any given artistic text. Read and apply Raymond Williams' article (1973) in order to be able to distinguish establishment values and marginal ideas in a selection of texts.
2. Read and discuss Medina's article (2011) on counter-memory, epistemic friction and guerrilla pluralism in order to grasp the critic's task of resurrecting and/or de-subjugating knowledges. Gramsci's seminal idea of hegemony as a negotiable, perpetually threatened and recreated system, as opposed to Althusser's economic determinism, will be amply discussed.
3. Read and discuss Jan Assman's binary model of memory and be able to identify how memory frames (communicative and cultural) operate in a literary discourse.
4. To analyze modality (direct point of view) and vocabulary (indirect point of view) of a given text to elicit the ideological conflicts which permeate its linguistic structure. Read and apply Roger Fowler's ideas to a selection of excerpts taken from American short fiction in informal response papers.
5. To identify and locate the genre/subgenre and its linguistic components of any short story/play through a study of the commonest genres used by the author: melodrama, frontier story, Gothic tale, tall tale, detective/crime story, local color fiction, etc.
6. To identify and locate the components of a genre which have been erased, disrupted, dislocated and parodied. Students must read and apply Hutcheon's postmodern notion of parody and Foucault's "reverse discourse" strategies to a number of short stories/plays discussed in class.

DETAILED DESCRIPTION OF THE CONTENTS

Temario detallado de la asignatura

1. Base and superstructure in classic Marxist thought: The foundations. Reading of Raymond Williams' 1973 seminal article.
2. Hegemony: from Georg Lukacs to Antonio Gramsci. Intention and Subalterns.
3. Selective Tradition and fault lines.
4. Non-dominant elements; emergent and residual; alternative and oppositional; incorporated and non-incorporated.
5. Reading of Tennessee Williams's "Something about Him" (1946): Power dynamics: covenanted community, vigilante tradition and the individual.
6. Emerson's "Self-Reliance" vs. Puritanism and pioneers.
7. Movie-watching: "Speedy" (1928), dr. Ted Wison: Analysis of the emergent "Culture of Abundance" (Susman 1984) and the gradual dissolution of the agrarian-producer society, its institutions and values.
8. Foucault's subjugated knowledge and epistemic insurrections. Walter Benjamin's "Angelus Novus" and the concept of guerrilla pluralism. Reading of Jose Medina's article.
9. Reading of Tennessee Williams's "Two on a Party": Location of discourses/truths and counter discourses/untruths in the text.
10. Postmodern parody (Hutcheon) and the constitution of a "discours en retour".
11. Rancière's classification of images.
12. Reading of Maria Irene Fornes's "Mud" (1983). Reverse discourse strategies through a comparison with Man Ray's *L'étoile de mer* (1928).
13. Memory frames: Communicative and Cultural.
14. Dromenon, legomenon and deiknymenon.
Saroyan's "Around the World with General Grant" (1937): memory frames at clash, liminality and diasporic identity.

RECOMMENDED BIBLIOGRAPHY

Bibliografía:

- Aguilera Linde, Mauricio D. “‘Truth is held in disrepute’: O. Henry and the Dismantling of Paradigms”. *Miscelánea. Journal of English and American Studies* 38 (2008): 11-27.
- “‘The Wilderness is Interior’: Williams's Strategies of Resistance in ‘Two on a Party’”, *The Tennessee Williams Annual Review* 11 (2010): 41-52.
<http://www.tennesseewilliamsstudies.org/journal/work.php?ID=99>
- “Spaceships and Vampires: Sexual Dissidence in Tennessee Williams's ‘The Knightly Quest’”. *Atlantis* 34.2 (2012): 67-83.
- “Saroyan’s Travel Memories: Contesting National Identities for Armenia-Americans during the Great Depression”. *Zeitschrift für Anglistik und Amerikanistik. A Quarterly of Language, Literature and Culture* (2016). De Gruyter Mouton 64. 2016: 415-429; <https://doi.org/10.1515/zaa-2016-0038>.
- “‘Zoo in Madrid’: Hope and Betrayal in the Spanish Civil War” has been included in *Complutense Journal of English Studies* 25 (2017): 147-158: <http://dx.doi.org/10.5209/CJES.55333>.
- “Martha Gellhorn (1908-1998). Objectivity Revealed: Propaganda and the Fifth Dimension in Martha Gellhorn’s Spanish Civil War Reportage”. In: *More Writers of the Spanish Civil War. Experience Put to Use*. Ed. Celia M. Wallhead. Peter Lang: Bern, Berlin, New York, 2018. 285-316.
- Assman, Jan and John Czaplicka. “Memory and Cultural Identity”. *New German Critique* 65 (1995):125-33.*
- Assman, Jan. “Communicative and Cultural Memory”. *Cultural Memory Studies: An International and Interdisciplinary Handbook*. Ed. Astrid Erll and Ansgar Nünning in collaboration with Sarah Young. Berlin: de Gruyter, 2008. 109-118.
- Foucault, Michel. *The History of Sexuality*. Vol. I: An Introduction. Transl. Robert Hurley. New York: Random House, 1978.
- Fowler, Roger. *Linguistic Criticism*. Oxford: O.U.P. 1986. Chs. 9-10.pp.127-167.*
- Hutcheon, Linda. *A Theory of Parody: The Teachings of Twentieth Century Art Forms*. Champaign, Illinois: U of Illinois P, 2000.
- Medina, José. “Toward a Foucaultian Epistemology of Resistance: Counter-Memory, Epistemic Friction and Guerrilla Pluralism”. *Foucault Studies* 12 (2011): 9-35.
http://www.vanderbilt.edu/AnS/philosophy/_people/faculty_files/_medinafoucaultstudies.pdf*
- Susman, Warren I. *Culture as History. The transformation of American Society in the Twentieth Century*. New York: Pantheon Books, 1984.
- Williams, Raymond. “Base and Superstructure in Marxist Cultural Theory”. *New Left Review* I/82. Nov-Dec 1973.3-14.

RECOMMENDED LINKS**Enlaces recomendados****EDUCATIONAL METHODS****Metodología docente**

Master classes
Workshops on set tasks
In-class discussions and debates
Oral presentations on suggested topics

EVALUATION**Evaluación (Instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**Evaluation instruments

Assignments will consist of short essays based on readings, informal writings in class, oral presentations and class discussion on debatable topics. There will be a final exam.

Evaluation Criteria

Ability to apply the critical concepts discussed in class to texts, use of English, hermeneutic abilities and organization/structure will be assessed in the different assignments.

The grade distribution will be: 40% will be given to the short response papers; 5% will be given to in-class discussions and active participation; the remaining 55% will be given to the final exam.

Continuous Evaluation

- Class attendance is compulsory. A number of total unjustified absences may lower the grade or result in the student's impossibility to get a pass.

ADDITIONAL INFORMATION**Información adicional**

Class attendance is compulsory.