



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
AMERICAN LITERATURE	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Prof. Dr. Loreta Huber	Institute of Language, Literature and Translation Studies Muitines Str. No 12, LT-44280 Kaunas
Other(s):	

Study cycle	Type of the course unit (module)
Bachelor (first cycle)	Subject of individual studies

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
In classrooms/Remote	4 semester	English

Requirements for students			
Prerequisites: English language Level B2, Fundamentals of Film language		Additional requirements (if any): Critical reading	
Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	134	50	84

Purpose of the course unit (module): programme competences to be developed			
This module will introduce students to colonial beginnings and different genres and literary techniques: autobiography, biography, diaries and journals, essay, fiction, etc. The module aims to consider major artistic forms and styles such as the American gothic, poetry, the tale and the short story, the emergence of modernism, the autobiography, and the American novel, and the module will conclude by assessing American fiction in the contemporary era. Students will also be encouraged to attend events supporting the course, which may include screenings.			
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods	

Having completed the course, the student will -have a developed orientation in the field of American history and culture; - demonstrate an informed appreciation of specific American authors and texts; (module specific skills) -be able to consider major artistic forms and styles; -demonstrate an understanding of the development of specific literary genres, forms, and themes in American literature; (module specific skills) -demonstrate an informed appreciation of the literary history of the United States, and how	problem-based instruction; individual and collective projects; individual work.	Presentations of key topic areas; Seminar-style discussions; evaluation of solutions to case studies, conclusions of group discussions and student's projects, (discussion of results of assignments). The teaching and learning strategy will be learner-centered, informed by an experiential learning approach. Examination: students will have to demonstrate an ability to analyse the literature of a different national culture and historical period, and to relate its concerns - and its forms and modes of expression - to its historical context;(discipline specific skills);
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this relates to systems of global and transnational dialogue and cultural exchange; (module specific skills) -demonstrate an informed appreciation of the relation between American literature and important related historical and intellectual developments; (module specific skills)	demonstrate a capacity to question assumptions, to distinguish between fact and opinion, and to critically reflect on their own learning process (personal skills) Essay: (Academic essay evaluation and presentation of the results of individual work) students will have to demonstrate insights into major artistic forms and styles in written academic language; demonstrate an ability to interrelate texts and discourses specific to their own discipline with issues in the wider context of cultural and intellectual history (discipline specific skills); demonstrate an ability to understand and analyse relevant theoretical ideas, and to apply these ideas to literary texts (discipline specific skills); through essay-writing, demonstrate appropriate research and bibliographic skills, a capacity to construct a coherent, substantiated argument and a capacity to write clear and correct prose (personal skills) Project: through seminar work and group project presentations, demonstrate communication skills, and an ability to work both individually and in groups;
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Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
Colonial Beginnings: Captain John Smith (1580-1631), William Bradford (1590-1657), John Winthrop (1588-1649), Edward Johnson (1598-1672), Thomas Hooker (1586-1647), , Annie Hutchinson (1590-1643), Roger Williams (1603-1683), Richard Mather (1596-1669), Increase Mather (1639-1723), Cotton Mather (1663-1728), Annie Bradstreet (1612-1672), Michael Wigglesworth (1631-1705), Edward Taylor (1645-1729), Jonathan Edward (1703-1758), Robert Beverley (1673-1722), William Byrd (1674-1744). The Birth of a Nation: Benjamin Franklin (1706-1790), John Dickinson (1732-1808), John Adams (1735-1826), Samuel Seabury (1729-1796), Daniel Leonard (1740-1829), Thomas Paine (1737-1809), Thomas Jefferson (1743-1826), Philip Freneau (1752-1832) John Trumbull (1750-1831), Timothy Dwight (1752-1817), Joel Barlow (1754-1812), William Dunlap (1766-1839), Royall Tyler (1757-1826).	4		2				6	6	Look through the slides and learning materials available via Moodle/TEAMS, <i>An Outline of American Literature</i> Chapters 1-2
The Rise of National Literature: Charles Brockden Brown (1771-1810), <i>Wieland</i> (1798), <i>Ormond</i> (1799), <i>Arthur Mervyn</i> (1799), <i>Edgar Huntly</i> (1799), Washington Irving (1783-1859), <i>The Sketch Book</i>	4		2				6	6	Look through the slides and learning materials available via Moodle/TEAMS,

(1819), 32 stories - <i>Rip Van Winkle</i> , <i>The Legend of Sleepy Hollow</i> among, James Fenimore Cooper (1789-1851), <i>The Spy</i> (1821), <i>The Pioneers</i> (1823), <i>The Last of the Mohicans</i> (1826), <i>The Prairie</i> (1827), <i>The Pathfinder</i> (1840), <i>The Deerslayer</i> (1841), <i>Notions of the Americans</i> (1828); William Cullen Bryant (1794-1878), <i>Thanatopsis</i> (1817), <i>A Forest Hymn</i> (1825), <i>The Prairies</i> (1832).									<i>An Outline of American Literature</i> Chapter 3. Works by Washington Irving <i>The Sketch Book</i> J. F. Cooper
An American Renaissance: Ralph Waldo Emerson (1803-1882), <i>Nature</i> (1836), <i>Self-Reliance</i> (1841); Henry David Thoreau (1817-1862), <i>Walden</i> (1854); Nathaniel Hawthorne (1804-1864), <i>Twice Told Tales</i> (1837), <i>The Scarlet Letter</i> (1850), <i>House of the Seven Gables</i> (1851); Herman Melville (1819-1891), <i>Typee</i> (1846), <i>Omoo</i> (1847), <i>White-Jacket</i> (1850), <i>Moby-Dick</i> (1851); Edgar Allan Poe (1809-1849), <i>The Fall of the House of Usher</i> (1839), <i>The Purloined Letter</i> (1845), <i>The Raven</i> (1845).	4		2				6	6	Look through the slides and learning materials available via Moodle/TEAMS, <i>An Outline of American Literature</i> Chapter 4. Works by H. Thoreau <i>Walden</i> , E. A. Poe.
Preparation for essay writing								8	Individual work. Preparation for individual work (Essay) writing.
The Boston Brahmins: Henry Wadsworth Longfellow (1807-1882), <i>A Psalm of Life</i> (1838), <i>Evangeline</i> (1847), <i>The Song of Hiawatha</i> (1855). The Civil War and the "Gilded Age": Walt Whitman (1819-1892), <i>Leaves of Grass</i> , <i>Song of Myself</i> (1855); Mark Twain (1835-1910), <i>The Adventures of Tom Sawyer</i> (1876), <i>The Adventures of Huckleberry Finn</i> (1884), <i>We are Americanizing Europe</i> (1906).	2		1				3	6	Look through the slides and learning materials available via Moodle/TEAMS, <i>An Outline of American Literature</i> Chapters 5-6. Works by M. Twain, W. Whitman <i>Leaves of Grass</i> .
The era of Realism and Naturalism: William Dean Howells (1837-1920), <i>A Modern Instance</i> (1882), <i>The Rise of Silas Lapham</i> (1885); Stephen Crane (1871-1900), <i>Maggie: A Girl of the Streets</i> (1893), <i>The Open Boat</i> (1898); Henry James (1843-1916), <i>Roderick Hudson</i> (1876), <i>The Portrait of a Lady</i> (1881); The Turn of the Century: Jack London (1876-1916), <i>Call of the Wild</i> (1903), <i>The Sea-Wolf</i> (1904).	4		2				6	6	Look through the slides and learning materials available via Moodle/TEAMS, <i>An Outline of American Literature</i> Chapters 7-8. Works by Jack London.
The Turning Point of American Literature: Edith Wharton (1862-1937), <i>The House of Mirth</i> (1905), <i>The Custom of the Country</i> (1913); Theodore Dreiser (1871-1945), <i>Jennie Gerhardt</i> (1911), <i>An American Tragedy</i> (1925); Sinclair Lewis (1885-1951), <i>Main Street</i> (1920), <i>Babbitt</i> (1922); Poetry from 1900 through the 1930s.: Robert Frost (1874-1963), Carl Sandburg (1878-1967), Gertrude Stein (1874-1946), T. S. Eliot (1888-1965).	4		2				6	7	Look through the slides and learning materials available via Moodle/TEAMS, <i>An Outline of American Literature</i> Chapters 9-12. Works by Theodore Dreiser, Gertrude Stein, T. S. Eliot.
The Writers of the Lost Generation: Scott Fitzgerald (1896-1940), Ernest Hemingway (1898-1961), <i>A Farewell to Arms</i> (1929), <i>For Whom the Bell Tolls</i> (1940); William Faulkner (1897-1962), <i>Sartoris</i> (1929), <i>The Sound and the Fury</i> (1929). The Thirties: John Steinbeck (1902-1968), <i>Of Mice and Men</i> (1937), <i>The Long Valley</i> (1938), <i>The Grapes of Wrath</i> (1939), <i>The Winter of Our Discontent</i> .	4		2				6	8	Look through the slides and learning materials available via Moodle/TEAMS, <i>An Outline of American Literature</i> Chapters 9-12. Works by Hemingway, J. Steinbeck

Preparation for the Project								6	Teamwork. Preparation for individual work (Project) writing.
The Forties and Fifties: Saul Bellow (1915-2005), <i>The Victim</i> (1947), <i>The Dean's December</i> (1982); J. D. Salinger (1919-2010) <i>The Catcher in the Rye</i> (1951). Drama: Edward Albee, Clifford Odets, Eugene O'Neill,	2		1				3	6	Look through the slides and learning materials available via Moodle/TEAMS, <i>An Outline of American Literature</i> Chapters 13 and 16. Works by S. Bellow ir J. D. Salinger kūrinių. Perskaityti vieną iš Edward Albee, Clifford Odets, Eugene O'Neill
The Sixties and Seventies. John Updike and John Irving; Literature after 9/11. Contemporary authors. John Irving (b. 1942 as John Wallace Blunt, Jr.). <i>The World According to Garp</i> (1978), <i>The Cider House Rules</i> (1985), <i>A Prayer for Owen Meany</i> (1989), <i>A Son of the Circus</i> (1995), <i>The Fourth Hand</i> (2001).	4		2				6	6	Look through the slides and learning materials available via Moodle/TEAMS, <i>An Outline of American Literature</i> Chapters 14 and 17. Works by J. Updike, J. Irving
Preparation for the examination							2	12	Individual work. Preparation for the examination.
Total	32		16				50	83	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Examination	40%,	January	The examination consists of closed (multiple choice) questions (up to 8) and open-ended (up to 5) of various difficulty (requesting answers that demonstrate either understanding or evaluation) with different evaluation. Closed questions are evaluated by 0,5-point, open-ended questions are evaluated according to their complexity. The examination is evaluated as follows: 10: all closed questions are answered, answers to open-ended questions explicitly and critically discuss concepts, academic discussion on the problem is generalized, the study material is critically reflected and interpreted, arguments for opinions and attitudes towards the discussed phenomena are provided. 9: 1-2 closed questions are not answered, answers to open-ended questions explicitly and critically discuss concepts, academic discussion on the problem is generalized, the study material is critically reflected and interpreted, arguments for attitudes towards the discussed phenomena are provided but they contain some minor failures or inadequacies in terminology or explanations of the concepts lack explicitness and clarity. 8: 3-4 closed questions are not answered, answers to open-ended questions lack explicitness but are logical and coherently discussed, academic discussion on the problem is critically reflected and interpreted, arguments for attitudes towards the discussed phenomena are insufficiently developed, there are inadequacies in terminology or explanations of the concepts lack explicitness and clarity or one open-ended question is not answered at all or 1-2 questions are not fully answered. 7: 5-6 closed questions are not answered, not all concepts are explicitly described and analysed, the generalization of the academic discussion, attitudes to the phenomena lack a critical

			and analytical approach or 2 open-ended questions are not answered or 3-4 are not fully answered. 6: 7-8 closed questions are not answered, not all concepts are explicitly described and analysed, some authors are referred but their ideas are just reiterated rather than reflected, attitudes are not argued, 3 open-ended questions are not answered, or all are not fully answered. 5: none of closed questions are answered, just 2 open-ended questions are answered but the concepts are uncritically described without demonstrating understanding, attitudes towards the phenomena are not argued, ideas are uncritically described, or study material is repeated in them. 4-0: none of closed questions are answered, just 1 open-ended question is answered by demonstrating attitudes towards the phenomena which are not argued, terms are incorrectly used, knowledge on the subject is not revealed.
1 project	30%,	8 week – through the semester	You will be required to decide upon an empirical project by a particular time (2nd week). Collective project is evaluated as follows: Structure and scope: the project has a clear and logical structure, the novelty and importance is highlighted. Both projects and literature reviews should follow APA formatting guidelines. Content and form of the project: PPT/PPTX/Prezi. Data analysis is explicit, coherent and grounded on prior research, reveals the main problems, methods of their identification and fields for analysis, conclusions are logical and formulated from the empirical data, discussed in the light of prior research, tendencies in philology/typical models (2 points); if data analysis is made but is incomplete, discussion and conclusions are not reasoned - 1 point; superficial analysis is worth 0 point. Presentation of the project results: the presentation reveals work methods and results, peculiarities of organizational activities, identified problem(s) or good practices, reflects on the findings from a theoretical perspective; presentation demonstrates the author's knowledge on the topic/problem/solutions; during the presentation eye contact with the audience is maintained, questions are answered, time limit is kept, the speech is clear (0.5 point). If the project is not presented - 0 point.
1 academic essay	30%	During the semester	Individual academic essay of the selected work is evaluated as follows: ability to analyse and critically evaluate arguments and evidence appropriate to their disciplines (e.g. collect analyse and interpret data and information, generate and test hypotheses, synthesise and organise information); knowledge of research methodologies in their disciplines and capacity to interpret findings; ability to generate ideas/products/art works/methods/approaches/perspectives as appropriate to the discipline, both essay and literature reviews should follow APA formatting guidelines. <i>Structure and scope:</i> the work has a clear and logical structure, discussion and conclusions with managerial implications; the work is 5 pages; references are properly used; phrasing and writing style are academic (1 point). <i>Content of the work:</i> Data analysis is explicit, coherent and grounded on prior research, reveals the main problems, methods of the analysis, conclusions are logical and formulated from the empirical data, discussed in the light of prior research,

			tendencies in the field of philological studies, in the Western postmodern society (20-21st c.) (2 points); if data analysis is made but is incomplete, discussion and conclusions are not reasoned - 1 point; superficial analysis is worth 0 point. If the work is not presented - 0 point. <u>NOTE:</u> The lecturer has the right to ask verification questions to confirm that generative artificial intelligence (AI) tools (such as ChatGPT) were not used in preparing the work. If necessary, the lecturer may change or cancel the grade based on the results of this verification.
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsary reading				
Wald, Priscilla; Taylor, Matthew	2020	American Literature.	Volume 92, Issue 2, June 1, 2020	Duke University Press, USA.
Wald, Priscilla; Taylor, Matthew	2019	American Literature. Introduction: The Plantation, the Postplantation, and the Afterlives of Slavery	Volume 91, Issue 3, September 1, 2019	Duke University Press, USA.
Levine, S. Robert	2017	<i>The Norton Anthology of American Literature</i>	Ninth edition	University of Maryland press
Henry Louis Gates, Jr	2014	<i>Norton Anthology of African American Literature</i>	Third edition	W. W. Norton & Company;
Graham M. and Ward Jr. J. W.	2011	<i>The Cambridge History of African American Literature.</i>		Cambridge University Press
Optional reading				
Sittenfield, Curtis; Pitlor, Heidi	2020	The Best American Short Stories 2020		Paperback
Huber, Loreta; Jonaitytė, Evelina	2020	“Oral Narrative Genres as Communicative Dialogic Resources and their Correlation to African Short Fiction“ in <i>Respectus Philologicus</i>	2020, Nr. 37 (42), eISSN 2335-2388. pp. 127-136.	Vilnius University
Boynton, P. H.	2010	<i>A History of American Literature.</i> – 1 egz. (dėstytojos)		The University of Chicago, Ginn and Company
Gene Andrew Jarrett	2010	<i>A Companion to African American Literature</i>		John Wiley & Sons,
Ulvydienė, L.	2006	<i>Fields of Reading.</i>		Vilnius. (Moodle)