

MÁSTER EN ESTUDIOS INGLESES AVANZADOS MU 141

“The One and the Many”: The Short Story and the Short Story Composite

1.- Datos de la Asignatura

Código	304624	Plan		ECTS	3
Carácter	Optativa	Curso	Máster	Periodicidad	Cuatrimestral
Área	Filología Inglesa				
Departamento	Filología Inglesa				
Plataforma Virtual	Plataforma:	Moodle			
	URL de Acceso:	https://moodle2.usal.es/			

Datos del profesorado

Profesor Coordinador	Mercedes Peñalba García	Grupo / s	1
Departamento	Filología Inglesa		
Área	Filología Inglesa (Literatura y Cultura en los Países de Habla Inglesa)		
Centro	Facultad de Filología		
Despacho	1.9		
Horario de tutorías	Office hours by appointment only		
URL Web	http://english.usal.es/index.php/mercedes-penalba-garcia		
E-mail	mpg@usal.es	Teléfono	1754

2.- Sentido de la materia en el plan de estudios

Bloque formativo al que pertenece la materia
Master in Advanced English Studies: Discourses and Cultures in Contact
Papel de la asignatura dentro del Bloque formativo y del Plan de Estudios.
Elective course (US Literature and Culture) Program of Study: Modernity and Postmodernity: Discourses and Cultures in Contact.
Perfil profesional.
Graduates in English Studies, Humanities and Teaching, Translation Studies, and Journalism.

3.- Recomendaciones previas

Prerequisite and co-requisite modules: None.

In addition to the general requirements, students may be expected to demonstrate an effective command of written English and some proficiency in discussing their reading (C1-C2).

4.- Objetivos de la asignatura

Learning outcomes

1. Analyze the distinctive features of the short story cycle, the collection of stories and the segmented novel.
2. Deepen their understanding of American short story cycles while exploring related literary and cultural issues.
3. Develop an awareness of the specificity of the genre of the short story and the short story cycle and their importance in American literary culture.
4. Explore the role of the short story in the contemporary world of book- and magazine publishing and culture in relation to national and ethnic identities.
5. Form strategies for critically reading both printed and visual texts.

5.- Contenidos

Course Description

While the course will chiefly be concerned with a poetics of the short story cycle, it will also focus on the cultural uses of the form to articulate the concerns of “the one and the many” in a multicultural society such as the United States.

The syllabus texts represent more advanced stages in the development of the short story cycle, as each exploits the fragmentation and lack of cohesion of the genre (the inherent tension between “the one and the many”) in order to analyse the complex interaction between the individual and the community, and depict the opposite impulses in any society towards unity and diversity or integration and alienation.

Students will be encouraged to develop an understanding of and ability to analyze particular texts, and also to relate them to the wider discussion of the social and theoretical issues.

6.- Competencias a adquirir

Básicas/Generales.

- G.1. Strengthen their reading and writing skills through instruction in literary and cultural analysis.
- G.2. Refine cooperative learning strategies and become independent critics of texts (written and visual).
- G.3. Provide multiple opportunities to improve skills of presentation, oratory and argument.
- G.4. Be able to respond to and initiate group discussion of issues based on precise reference to texts and contexts.

G.5. Become familiar with and employ a variety of resources for English study, including electronic and printed databases.

G.6. Display expertise at analytical thinking in a variety of formats: short essays, research papers, and critical reviews of secondary sources.

Específicas.

E.1. Become familiar with the works of major practitioners in the field of short story cycles in the United States.

E.2. Sharpen critical faculties with regard to the analysis and appreciation of the short story and the short story cycle.

E.3. Discuss central aspects of contemporary short fiction theory.

E.4. Provide students with detailed expertise in the nature, possibilities and limits of the short story genre.

E.5. Acquire a larger critical vocabulary for the study of selected story cycles.

E.6. Write a publishable critical essay (or a master's thesis) and present an oral defense

Transversales.

T.1. Analyze literary texts with originality and rigor in the light of contemporary theory and to contribute to the field.

T.2. Develop an understanding of literary genres and conventions as well as the changes they exhibit over time.

T.3. Employ a sophisticated critical and theoretical vocabulary for literary analysis.

T.4. Develop a greater understanding and appreciation of the short story in critical and historical terms: how short stories reflect human experience over time and through different cultures.

7.- Metodologías docentes

Learning and Teaching methods

A selection of short story cycles will be specified at the beginning of the course for class discussion on designated dates. Texts will be read alongside relevant literary and cultural theory, although emphasis will be placed on the poetics of the form. The aim of each seminar will be to discuss the literary value of short story cycles by representative authors that have used this mode of writing to explore notions of identity, history and place. The course will culminate in student-led presentations on a range of contemporary works that articulate the fractured narratives of community, based on their individual research on short story cycles outside the class corpus.

The class will proceed mostly through discussion, and hence participation will affect the students' final grade. They are expected to read all required texts and come to class prepared to discuss the assigned material.

- Individual oral presentation. Each student will present a critical and personal reflection on a short story cycle related to their research paper. They will be judged on the quality of their works as well as on the delivery of the information.
- Web-based assignments. These individual assignments will consist of integrative questions, asking the student to critically comment on one or two scholarly articles related to a short story cycle.
- Long essay (research paper). Students are expected to submit one academic essay of approximately 4,000 words on a topic agreed with the tutor. This analytical paper will be graded on content, organisation and style (MLA format).

8.- Previsión de distribución de las metodologías docentes

	Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
	Horas presenciales.	Horas no presenciales.		
Sesiones magistrales	10		3	13
Prácticas - En aula	5		2	7
Seminarios	6		2	8
Debates	10		3	13
Tutorías	4			4
Actividades de seguimiento online		4	2	6
Preparación de trabajos		8	10	18
Otras actividades		3	3	6
TOTAL	35	15	25	75

9.- Recursos**Libros de consulta para el alumno**

- Bendixen, Alfred, and Nagel, James (Eds.). *A Companion to the American Short Story*. Oxford: Wiley-Blackwell, 2010.
- Boddy, Kasia. *The American Short Story since 1950*. Edinburgh: Edinburgh University Press, 2010.
- Gerlarch, John. *Toward the End. Closure and Structure in the American Short Story*. Alabama: The University of Alabama Press, 1985.
- Hanson, Clare. *Short Stories and Short Fictions, 1880-1890*. London: Macmillan, 1985.
- _____. *Re-reading the Short Story*. London: Macmillan, 1989.
- Hunter, Adrian. *The Cambridge Introduction to the Short Story in English*. Cambridge: Cambridge University Press, 2007.
- Iftekharrudin, Farhat. *The Postmodern Short Story: Forms and Issues*. Westport, CT: Greenwood, 2003.
- Iftekharrudin, Farhat et al. (Eds.). *Postmodern Approaches to the Short Story*. Westport, CT: Greenwood, 2003.
- Lohafer, Susan. *Coming to Terms with the Short Story*. Baton Rouge and London: Louisiana University Press, 1983.
- _____. *Reading for Storyness. Preclosure Theory, Empirical Poetics, and Culture in the Short Story*. Baltimore: The Johns Hopkins University, 2003.
- Lohafer, Susan, and Clarey, Jo Ellyn (Eds.). *Short Story at a Crossroads*. Baton Rouge and London: Louisiana State University Press, 1989.
- Lounsberry, Barbara, et al. (Eds.). *The Tales We Tell: Perspectives on the Short Story*. Westport, Conn.: Greenwood P, 1998.
- Malcolm, Cheryl Alexander, and Malcolm, David (Eds.). *A Companion to the British and Irish Short Story*. Oxford: Blackwell, 2008.
- May, Charles. *The Short Story. The Reality of Artifice*. New York and London: Routledge, 2002 [1995].
- May, Charles (Ed.). *The New Short Story Theories*. Athens, OH: Ohio University Press, 1994.
- Scofield, Martin. *The Cambridge Introduction to the American Short Story*. Cambridge: Cambridge University Press, 2006.
- Winther, Per, et al. (Eds.). *The Art of Brevity. Excursions in Short Fiction Theory and Analysis*. Columbia: University of South Carolina Press, 2004.

Brown, Julie, and William Cain, eds. *Ethnicity and the American Short Story*. New York:

Garland Pub., 1997.
 _____, ed. *American Women Short Story Writers: A Collection of Critical Essays*. New York: Garland Pub., 2000.
 Davis, Rocío G. *Transcultural Reinventions: Asian American and Asian Canadian Short Story Cycles*. Toronto: TSAR, 2001.
 Dunn, Maggie, and Ann Morris. *The Composite Novel: The Short Story Cycle in Transition*. New York: Twayne, 1995.
 Gelfant, Blanche H., ed. *The Columbia Companion to the Twentieth Century American Short Story*. New York: Columbia UP, 2000.
 Head, Dominic. *The Modernist Short Story*. Cambridge: Cambridge UP, 1992.
 Ingram, Forrest L. *Representative Short Story Cycles of the Twentieth Century*. The Hague: Mouton, 1971.
 Kennedy, J. Gerald, ed. *Modern American Short Story Sequences*. New York: Cambridge UP, 1995.
 Levy, Andrew. *The Culture and Commerce of the American Short Story*. Cambridge: Cambridge UP, 1993.
 Lundén, Rolf. *The United Stories of America*. Amsterdam: Rodopi, 1999.
 Luscher, Robert M. "The Short Story Sequence: An Open Book." *Short Story Theory at a Crossroads*. Ed. Jo Elyn Clarey and Susan Lohafer. Baton Rouge: Louisiana State UP, 1989. 148-167.
 Mann, Susan Garland. *The Short Story Cycle: A Genre Companion & Reference Guide*. Westport, Conn.: Greenwood P, 1988.
 Nagel, James. *The Contemporary American Short-Story Cycle: The Ethnic Resonance of the Genre*. Baton Rouge: Louisiana State UP, 2001.

Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.

Electronic Resources

The Short Story Library – American Literature

<http://www.americanliterature.com/sstitleindex.html>

Bibliomania: Short Stories

<http://www.bibliomania.com/0/5/frameset.html>

The Voice of the Shuttle

<http://vos.ucsb.edu/>

The Online Books Page

<http://digital.library.upenn.edu/books/>

10.- Evaluación

Consideraciones Generales

Assessment methods and how these relate to testing achievement of the intended learning outcomes

Committed participation in class and self-motivated personal research is essential for this course. Evaluation will be based on effective class discussion, interpretation and critical analyses of texts, class presentations, a fully documented research paper/project, and homework assignments.

Students will be called upon to give an oral presentation on an assigned topic, and to write a seminar essay of 12 standard pages. The essay is the basis for assessment, and may form the basis for the writing of the Master's thesis later on.

Criterios de evaluación
The module will be assessed by one essay of 4,000 words, submitted at the end of the semester. The teacher will circulate a list of suggested topics for essays, but students will also be encouraged to suggest their own. To prepare for the writing of the essay, students will discuss their proposals with their supervisor, who will, if necessary, suggest further lines of research and argument.
Instrumentos de evaluación
Teacher-made rubric for oral presentation, analytical essay, and tutorial discussion. Grading is based on a standard point system where each assignment is worth a set amount of points (depending on the assignment's weight and value to the course), which contributes to an overall course total: <ul style="list-style-type: none">- Seminar preparation, class participation, and attendance: 15%- Oral presentation: 25%- Web-based assignments: 10%- Essay (research paper): 50%
Recomendaciones para la evaluación.
Students must make a serious attempt at ALL assessment tasks.
Recomendaciones para la recuperación.
Written feedback on assessed coursework, verbal feedback on presentations and non-assessed coursework.