

Programa | Course Description 2019/2020

Unidade Curricular | *Course Unit*

Literaturas da Diáspora na América do Norte | North-American Diasporic Literatures

ECTS | *Credits*

6 ECTS

Ciclo de Estudos | *Degree*

1.º Ciclo | Undergraduate

Semestre | *Semester*

2.º Semestre | Spring Semester

Docente(s) | *Faculty*

Margarida Vale de Gato

Língua de ensino | *Language of instruction*

English

Programa (na língua de ensino) | *Course description (in the language of instruction)*

Students will be presented with several texts by authors of different heritage cultures (native American, Hispanic-American, Asian-American, Portuguese-American), with the common bond of residence in the space of North America, or of a shared sense of belonging to the subcontinent. Inclusion of Portuguese-American authors will help the understanding of interculturality. Various theoretical frameworks (Diaspora studies, postmodernism, postcolonialism, transnationalism, hemispheric studies) will be explored so as to, on the one hand, create a solid ground for discussion of multicultural phenomena and their implications in the literary use of language, and, on the other hand, provide a broad context for our focus, “the contemporary” in the US. The methodology of text analysis, heavily anchored on ‘close reading’, will also foreground historical revisionism and intertextuality of themes and styles molding the bulk of diaspora literatures. This move from textual decomposition to revision of values will trigger the turn from reading to writing, and students’ creative responses, piecing together the given texts.

Avaliação (na língua de ensino) | *Grading and Assessment (in the language of instruction)*

Combining theoretical and practical approaches, classes alternate between moments of exposition by the teacher and those of active participation from students — discussion of primary sources (literary texts), discussions and writing on images, videos, or music related to the subject matter. The blog is an aid to classwork and constitutes one assessment item, permitting to track students’ comments on each other’s presentations, or on teacher’s prompts. The final grade results from a thoughtful combination of diverse evaluation elements: attendance and participation in class and in the blog’s community – 25%; reading quiz – 10%; short in-class close

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reading exercise: 10%; critical essay or creative piece along with a scheduled oral presentation on one of the syllabus's texts – 25 %; essay (20 %) with plan and participation in peer revision (10%).

Bibliografia (selection) | Bibliography (selection)

Burgett, Bruce, and Hendler, Glenn. Keywords for American Cultural Studies . New York: New York University Press, 2007.

Frosch, Mary (ed.) Coming of Age in America. A Multicultural Anthology. New York: New Press, 1994

Lauter, Paul (ed.), The Heath Anthology of American Literature, vol. E: 1945 to the Present. 7th ed. Cengage Learning, 2013.

Moser, R. H. and A. L. Tosta (eds.), Luso-American Literature: Writings by Portuguese-Speaking Authors in North-America. New York: Rutgers, 2011.

Orange, Tommy. There, There. N. York, Knopf, 2018.